

(અજમાયશી પાઠ્યપુસ્તક)

English

(Second Language)

Standard - 6



રાજ્ય સરકારની વિનામૂલ્યે યોજના હેઠળનું પુસ્તક

ગુજરાત શૈક્ષણિક સંશોધન અને તાલીમ પરિષદ, ગાંધીનગરના પત્ર-ક્રમાંક
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(અજમાયશી પાઠ્યપુસ્તક)

ENGLISH

(Second Language)

Standard 6



PLEDGE

India is my country.

All Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall respect my parents, teachers and all my elders and treat everyone with courtesy.

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

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Preface

According to NEP 2020, young learners are expected to develop multilingual communication skills. Language education should contribute to the development of creativity, reasoning and critical thinking. Moreover, we expect the learners to participate in these activities of joyful learning as they develop multilingual competence. This textbook provides a variety of activities for this purpose.

Following the written direction of the Government of Gujarat, GCERT, Gandhinagar has produced a set of Learning Outcomes with the help of English SRG. This resource book of class 6 aims to equip the teachers to map those LOs. In the process, various ESL experts have contributed to the production of these activities at the level of content generation and other experts have reviewed and evaluated the tasks to give it a final shape.

We are happy to place this edition in the hands of ESL learners and teachers in the larger interest of language education. Enough care has been taken to make the publication error free, and yet we are always open to constructive feedback and suggestions.

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It shall be the duty of every citizen of India : *

- (A) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (B) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (C) to uphold and protect the sovereignty, unity and integrity of India;
- (D) to defend the country and render national service when called upon to do so;
- (E) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (F) to value and preserve the rich heritage of our composite culture;
- (G) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- (H) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (I) to safeguard public property and to abjure violence;
- (J) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (K) to provide opportunities for education by the parent or the guardian, to his child or, as the case may be, ward between the age of six and fourteen years.

* Constitution of India : Section 51-A

આ પાઠ્યપુસ્તક વિશે

ધોરણ 6 અંગ્રેજી (દ્વિતીય ભાષા) ભાષાશિક્ષણનું પાઠ્યપુસ્તક આપ સૌના હાથમાં મૂકતાં આનંદની લાગણી અનુભવીએ છીએ.

NEP નું હાર્દ અને પાઠ્યપુસ્તક સંરચના માટેના NFFના દિશાદર્શનને ધ્યાનમાં રાખીને આ પાઠ્યપુસ્તકની રચના કરવામાં આવી છે. વિદ્યાર્થીઓ માટે શીખવાની અનુભૂતિઓ સર્જવા માટે કેવી સામગ્રીનો ઉપયોગ કરવો જોઈએ તેનો સ્પષ્ટ દિશા નિર્દેશ Curricular Goals, Competencies, અને Learning Outcomes દ્વારા મળે છે. વિદ્યાર્થીઓમાં જે ક્ષમતો અને મૂલ્યો શાળા સ્તરે વિકસાવવા જોઈએ તેની સાથે સામગ્રીને જોડવામાં આવી છે.

વિષય/વિષયવસ્તુઓ પસંદ કરતી વખતે વિદ્યાર્થીઓના અનુભવ અને ભાષાના સંદર્ભ તેમજ વધુ અન્વેષણ માટેની શક્યતાઓને ધ્યાનમાં લીધેલી છે. ભાષા, ફોન્ટની સાઈઝ, ચિત્રો, વપરાયેલા રંગો માટે વિદ્યાર્થીની વયકક્ષાને ધ્યાનમાં લેવામાં આવી છે.

ધોરણ 1 અને 2માં વિદ્યાર્થીઓના માત્ર શ્રવણ અને કથન કૌશલ્યો પર જ ધ્યાન કેન્દ્રિત કર્યું હતું. ધોરણ 3 થી વાંચન અને લેખન કૌશલ્યો શીખવવાની પ્રક્રિયા શરૂ થઈ હતી. વાંચન અને લેખન કૌશલ્યો માટેનું આ ચોથું વર્ષ છે.

પ્રસ્તુત પુસ્તક દ્વારા વિદ્યાર્થીઓને ગમતી પ્રવૃત્તિઓનો સમાવેશ કરી હસતાં રમતાં અંગ્રેજી આવડે તેવો પ્રયાસ છે. અહીં Stories, poems, Games અને Activities દ્વારા બાળકો સહજતાથી અંગ્રેજીનો પરિચય કેળવશે. અંગ્રેજી ભાષાના શ્રવણનો વધુમાં વધુ મહાવરો મળે તે માટેની પ્રવૃત્તિઓ પણ આપેલી છે. અહીં શિક્ષકે વિદ્યાર્થીઓને ખૂબ શ્રવણ કરાવવાનું છે.

Poems ને ગાતાં ગાતાં કે પઠન કરતાં કરતાં સમજ પડતી જાય, અર્થ આપોઆપ જોડાઈ જાય. તેનું ભાષાંતર કે તેના માટે કોઈ લાંબી સમજ આપવી અપેક્ષિત નથી.

ભાષાશિક્ષણમાં વાર્તાકથનની એક મોટી અસર હોય છે. ભાવવાહી વાર્તાકથનથી શ્રવણ અને કથનનો ધીમે ધીમે વિકાસ થાય છે અને એ રીતે ભાષાઅધિગ્રહણ (language acquisition) થાય છે. વાર્તા કહેતી વખતે પણ અર્થ સમજાય તે તરફ જ આપણું ધ્યાન રહેવું જોઈએ, નહિ કે ભાષાના સ્વરૂપ પર.

Language games, Activities, TPR (Total Physical Response) વગેરે ભાષા શીખવાની આનંદપ્રદ પ્રયુક્તિઓ છે. તેનાથી શબ્દભંડોળ સુધારવામાં મદદ થાય છે. વિદ્યાર્થીઓ ભાષા શીખવા માટે પ્રેરિત થાય છે. આ રીતથી અર્થપૂર્ણ પરિસ્થિતિઓ પેદા થાય છે અને અંગ્રેજીમાં વાતચીતને પ્રોત્સાહન મળે છે. ભાષા શીખવા અને ભૂલો કરવા સંબંધિત ડર અને ચિંતા પણ ઓછી થાય છે. વિવિધ ભાષાકૌશલ્યોનો એકીકૃત ઉપયોગ થાય છે. આમ, વર્ગમાં વિદ્યાર્થીઓની ભાગીદારી વધે છે.

Roleplay અને dialogue ભજવવા એટલે Putting words in their mouths. શું બોલવાનું છે તે નક્કી કરીને જ આપી દઈએ છીએ. તેથી અર્થસભર વાતાવરણમાં બાળકો જાહેરમાં અંગ્રેજી બોલવાનો આત્મવિશ્વાસ કેળવે છે. આ રીતે આપણે તેનો stage fear પણ દૂર કરી શકીએ છીએ.

Poems, વાર્તાઓ વગેરેમાં અંગ્રેજીના નવા શબ્દોનો પરિચય થાય છે. રમતો રમતાં-રમતાં સહજતાથી વિદ્યાર્થીઓ અંગ્રેજીનાં શબ્દ અથવા નાના વાક્યો બોલે છે. શબ્દ (vocabulary)ને isolated words કરતાં સંદર્ભ સાથે શીખવવા જોઈએ જેથી વિદ્યાર્થીઓ શબ્દોનો વાસ્તવિક સંદર્ભમાં ઉપયોગ શીખી શકે. અંગ્રેજી શિક્ષણમાં શરૂઆતમાં Loan Wordsનો ઉપયોગ વધુ કરવાથી વિદ્યાર્થીઓને ભારણ ઓછું લાગે છે.


કેટલીકવાર ઔપચારિક શિક્ષણ એકવિધ (monotonous) અને કંટાળાજનક હોય છે. વધુને વધુ પ્રવૃત્તિઓ કરવાથી શીખવાની પ્રક્રિયા એકવિધ ન રહેતાં રસપ્રદ બને છે. આ પાઠ્યપુસ્તકમાં આપેલી પ્રવૃત્તિઓથી શીખવવાની પરિસ્થિતિ અને પદ્ધતિમાં વૈવિધ્ય મળી રહેશે. આ જ પ્રવૃત્તિઓમાંથી બાળકોને ગમતી પ્રવૃત્તિઓ ફરીફરીને કરાવવામાં ખચકાટ ન રાખો. આવી નવી પ્રવૃત્તિઓનું સર્જન કરો.

અનુભવ પદ્ધતિથી કદી ભાષા શીખવી શકાય નહિ પરંતુ આપણા ભૂતકાળના અનુભવ આ માટે આપણને તે તરફ દોરવા પ્રયાસ કરશે. આપે સ્થિરતા અને ધીરજ રાખી અનુવાદ પદ્ધતિનો ઉપયોગ ટાળવો.

વ્યાકરણ આધિન ભાષા શીખવવાનો પ્રયાસ એ શીખવાની અને શીખવવાની પ્રવૃત્તિને નીરસ કરી શકે છે. માટે તેને ટાળો. વ્યાકરણના નિયમોની લાંબી લાંબી સમજ આપવી નહિ અને ગોખવવાના તો નહિ જ.

ધોરણ 6 માં આપણું લક્ષ્ય આ રીતેના Language Acquisition પર છે. સાંભળતાં સાંભળતાં સમજવા માંડે અને પછી બોલવા માંડે તે Psycholinguistic Systemનો એક ભાગ છે.

જ્યાં આવશ્યક છે ત્યાં Boxમાં શિક્ષકો માટેની સૂચનાઓ આપેલી છે. તેનો ઉપયોગ કરીને શિક્ષક શિક્ષણકાર્યને વધુ રસપ્રદ બનાવશે.

જે Instructionsની બાજુમાં નિાશની  કરેલી છે તેનું લખાણ વિદ્યાર્થીઓએ પોતાની નોટબૂકમાં કરવાનું છે. તેવી સ્પષ્ટતા વિદ્યાર્થીઓ સાથે કરવી.

પુસ્તકના અંત ભાગમાં Glossary આપી છે. Glossary માં આપેલ શબ્દો એકમમાં પ્રયોજાય તે વખતે વિદ્યાર્થીઓ Glossaryમાંથી તેનો અર્થ જાતે શોધે. આવું કરવાથી Dictionaryના ઉપયોગની ટેવ પડશે.

પાઠ્યપુસ્તકના અંતિમ ભાગમાં Supplementary Reading છે. આ વાચનસામગ્રી વિદ્યાર્થીઓના સ્વઅધ્યયન માટે છે. દરેક Reading અંતે વિદ્યાર્થીઓને મજા પડે તેવી practice આપવામાં આવી છે.

વર્ષાન્તે મૂલ્યાંકન વખતે લેખિત ઔપચારિક પરીક્ષા લેવાની થશે. સાથે સાથે શ્રવણ અને કથન કૌશલ્યનું પણ મૂલ્યાંકન કરવાનું રહેશે. કારણ કે આપણે આખું વર્ષ ચાર કૌશલ્યોનો મહાવરો કર્યો છે. વિદ્યાર્થીઓનું મૂલ્યાંકન એ સતત ચાલતી પ્રક્રિયા છે અને અભ્યાસનો સંકલિત ભાગ છે. પ્રસ્તુત પાઠ્યપુસ્તકમાં નિર્દિષ્ટ એકમો અને તેમાં આપવી પ્રવૃત્તિઓના નિદર્શન દરમિયાન અનૌપચારિક વાતચીત, વાર્તાકથન, પ્રશ્નોત્તરી, ચિત્રવર્ણન, રમતો, નાટ્યીકરણ જેવી વિવિધતાસભર પ્રવૃત્તિઓ વખતે મૂલ્યાંકનની તકો મળી રહે છે. મૂલ્યાંકનનો આધાર અધ્યયન નિષ્પત્તિઓ જ રહે તેની કાળજી રાખવી.

શિક્ષકમિત્રો, પાઠ્યપુસ્તકમાં આપેલી પ્રવૃત્તિઓ સિવાય અધ્યયન નિષ્પત્તિઓ આધારિત અન્ય પ્રવૃત્તિઓ, રમતો વગેરે પણ વર્ગમાં કરાવો તે અપેક્ષિત છે. ભાષા શીખવવા માટે શ્રેષ્ઠ ઉપાય પરિસ્થિતિ મહત્તમ ઉપયોગ થાય તેવી અપેક્ષા છે. વર્ગવ્યવહારમાં આવશ્યક વસ્તુઓ, કાર્ડ્સ, દશ્ય-શ્રાવ્ય માધ્યમો વગેરેનો ભરપૂર ઉપયોગ વર્ગને જીવંત રાખવા માટે અને પ્રવૃત્તિઓને વ્યવહારુ બનાવવા માટે મદદ કરશે. વિદ્યાર્થીઓ સાથે વાત કરતાં તેઓ ઘરની ભાષામાં જવાબ આપે તો પણ સ્વીકારવા, કારણ કે તેનાથી વિદ્યાર્થી બોલતાં થાય તે હેતુ સિદ્ધ થાય છે. શિક્ષક પક્ષે અભિનય, હાવભાવ દ્વારા વાર્તાકથન વગેરે જેવા કૌશલ્યો અજમાવવાના રહેશે તો જ બાળકો ભારમ વગર આનંદથી પ્રવૃત્તિઓ કરશે. જે પ્રવૃત્તિ વિદ્યાર્થીઓ સાથે કરવાની છે તે કઈ રીતે કરવાની છે ? તેને વધુ અસરકારક કઈ રીતે બનાવી શકાય ? તેમાં કયા સાધનો જરૂરી બનશે ? વગેરે બાબતોનું આગોતરું આયોજન કરી રાખો. જે આપણું શિક્ષકસહજ ઉત્તરદાયિત્વ છે.

આત્મવિશ્વાસ સાથે, હસતાં ચહેરે બાળકો સાથે રમતાં રમતાં ભાષાકીય પ્રવૃત્તિઓની શરૂઆત કરો. તમારા અનુભવો પછીના સૂચનો અમારા માટે ખૂબ મહત્વના છે. સર્વેને શુભેચ્છાઓ.

GCERT દ્વારા તૈયાર કરાયેલી અધ્યયન નિષ્પત્તિઓના આધારે આ પુસ્તક સર્જાયું છે. તેથી ભાષા શીખવવાની શરૂઆત કરતા પહેલાં આ અધ્યયન નિષ્પત્તિઓનો અભ્યાસ કરી લેવો ઘટે.



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1. Health is Wealth

LISTENING



Recite and enjoy:

Healthy Food is Good



Healthy Food, Healthy Food,
Who are you?
I am the one
That is good for you.
I make you grow,
Tall and strong
And give energy all day long.

Junk Food, Junk Food,
Who are you?
I am the one
that is bad for you.
I make you weak
and very sick.
You become lazy and not very quick.



Find the rhyming words from the poem:

1. mood - _____ , _____
2. fall - _____ , _____
3. wrong - _____ , _____
4. tick - _____ , _____



Listen to the story:

From Junk to Joy

Radha, a school girl, was sitting sadly. She forgot her lunch box. Just then, a fairy appeared.

Radha : (surprised to see the fairy)
Wow! A fairy!

Fairy : Yes, I am. Why are you sad?

Radha : I don't have my lunch box.

The fairy waved her magic wand and suddenly, five colourful lunch boxes appeared in front of Radha.

Radha : (amazed) what are these?

Fairy : These are snacks for you.

Radha : I'm very hungry.
(Eagerly opened the first box.)

Carrots! I don't like them.
I want pizza. Why should I eat carrots?



Fairy : Carrots have Vitamin A. They will make your eyes sharper.
(Radha sighed and opened the second box.)

Radha : Spinach?

Fairy : Yes, it makes you strong and gives you lots of energy.
(Radha frowned.)

Radha : I want burgers. What's in the third box?

Fairy : Apples! They have fiber to keep your tummy happy.
(Radha opened the fourth box and groaned.)

Radha : Oh, no! Beans?

Fairy : Yes! Beans make your muscles strong.
(Finally, Radha opened the last box.)

Radha : Oranges? Why?

Fairy : Oranges have Vitamin C, which protects you from getting sick.
(Radha pouted.)

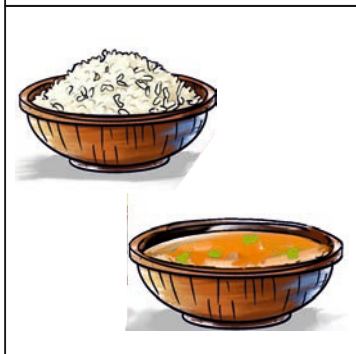
Radha : But I want noodles, burgers and pizza. Why don't you bring them?

Fairy : Those foods weaken your health. Fruits, vegetables, beans and grains are healthier.
(Radha thought for a moment.)

Radha : Okay, I'll eat them... but can I have pizza sometimes?
(The fairy smiled, winked and flew into air. Radha tried to stop her. Radha ran after her and fell off the bed. Her eyes opened at that moment.)

Radha : (smiling) Oh! It's a dream only.

Write what will the fairy say about these foods - 'Healthy' or 'Unhealthy'?



Match the correct pairs 'A' with 'B':

'A'	'B'	Answer
1. oranges	a. have Vitamin A	1. _____
2. beans	b. have fibers to keep tummy happy	2. _____
3. apples	c. makes you strong	3. _____
4. spinach	d. have Vitamin C	4. _____
5. carrots	e. makes you strong	5. _____

READING

Recite and enjoy:

Vegetables and Fruits

In the garden, green and bright,
Fruits and veggies, a delight.
Carrots, oranges, crispy and sweet,
A healthy snacks, can't be beat.



Mangoes juicy, summer's treat,
Savouring the taste, oh! so neat.
Bananas yellow, full of might,
Give us energy, day and night.

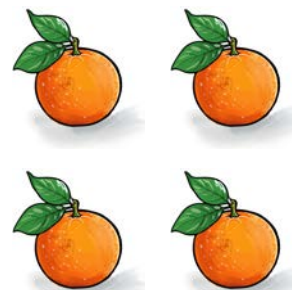
Tomatoes red, round and small,
In our salads, they stand tall.
Spinach green, leafy and strong,
Makes us healthy, all day long.



So, let's eat fruits and veggies galore,
For a healthy life, they open the door.
Nature's gifts, colourful and true,
For me, for you, for everyone too.

Fill in the blanks with the most appropriate words given in the brackets and recite the stanzas:

(vitamin, oranges, snacks, red)
 _____, citrusy and bright,
 filled with _____ C, just right.
 Apples crunchy, _____ and green,
 the healthiest _____ you've ever seen.



Read the story:

Peter, the Eater

Once Peter goes to a doctor and complains that he has stomach ache. The doctor inquires of him.

Doctor: Hello Peter! How are you?

Peter : Not so well, sir.

Doctor: What is wrong with you, Peter?

Peter : Sir, I have severe stomach ache.

Doctor: What did you eat last night?

Peter : Sir, I had only three sandwiches.

Doctor: At what time?

Peter : At 10 o'clock.

Doctor: Why so late?

Peter : Because there were some guests at home and my mother prepared 'Dosa' first for them.

Doctor: Did you eat any 'Dosa'?

Peter : Sir, I don't like 'Dosa' much so I took only two 'Dosas'

Doctor: But, if you don't like 'Dosa', why did you eat two 'Dosas'?

Peter : Sir, I did so because I had taken only one pizza. We all had snacks in the garden at 7:00 p.m. so, I was very hungry.

Doctor: What! Had you taken one pizza before you ate 'Dosa'?

Peter : Yes, sir.

Doctor: So, you ate one pizza, two 'Dosas' and three sandwiches. Right?



Meta AI

Peter : Yes, sir.

Doctor: Then your stomach ache is natural.

Peter : But sir, I haven't taken anything after taking a glass full of milk with bread and butter this morning.

Doctor: Milk with bread and butter! Oh! Peter, I will go mad if you speak anything now. Take this medicine and go away.

Peter : Thank you, sir. Should I eat anything before I take this medicine? Will it be harmful if I take it on a hungry stomach? [The doctor looks at Peter angrily and Peter quickly goes out of the room.]

Complete the answers to these questions:

1. Who came to Peter's home?

▶ _____ came to Peter's home.

2. What did Peter eat last night?

▶ Peter ate _____
_____ the last night.

3. When did Peter eat sandwiches?

▶ Peter ate sandwiches _____.

4. Where did Peter eat pizza?

▶ Peter ate pizza _____.

5. Did Peter go to the doctor?

▶ _____ the doctor.

Use all the letters of the given words and make new words:

Example beard - bread

1. eat - _____

2. net - _____

3. top - _____

4. dosa - _____

5. post - _____

6. now - _____

7. but - _____

8. lose - _____

9. late - _____

10. last - _____

Strike out the letter 'm'. Underline the words in the story.

1. dommmctommmr - _____
2. hummngmmrym - _____
3. pmimzma - _____
4. qummmimmckmmylmm - _____
5. glammmss - _____

 Study the invoice and answer the questions:

Annapurna Grocery Store

Address: 15, Shanti Nagar, Green Park, Gandhinagar - 382010

Owner: **Mr. Ramesh Barot**

GSTIN: 27AABCR1234Z5X

Invoice No: 1024-AGS-457

Invoice Date: 21/10/2024

Customer Name: Heena Bheda

Invoice Details

Item	Quantity	Price per Kg/Ltr (Rs.)	Total (Rs.)
Basmati Rice (1 kg)	1	120	120
Wheat Flour (10 kg)	1	40	400
Groundnut Oil (2 Ltr)	1	150	300
Sugar (2 kg)	1	45	90
Toor Dal (1 kg)	1	220	220
Masala Tea Powder (500 gm)	1	360 (per Kg)	180
Detergent Powder (2 kg)	1	37.50	75

Total Amount

Subtotal: ₹ 1385.00

GST Amount: ₹ 69.25

Total (Incl. GST): ₹ 1454.25

Payment Mode: Cash/ UPI / Card

Thank you for shopping with us! We look forward to serving you again.

1. What is the total amount (including GST) of the bill?
2. Who is the owner of Annapurna Grocery Store?
3. How many litres of groundnut oil were bought?
4. When was this invoice generated?
5. Was the GST amount included in the invoice?

WRITING

 **Study the picture and write a paragraph about it using the words given:**

(a school building - a teacher - children - uniform - bricks - plants - small tools - a divyang boy - wheel chair - a dog - glass - observation - a butterfly - colours - a telescope - a flag -volleyball - birds - trees)



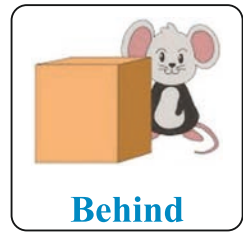
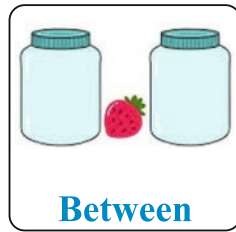
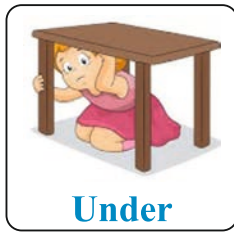
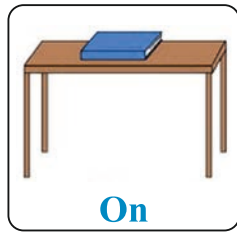
Example: This is a picture of a school compound.

 **Write sentences as your teacher dictates:**

આ પ્રવૃત્તિમાં શિક્ષક વિદ્યાર્થીઓને ‘From Junk to Joy’ અને ‘Peter the Eater’ માંથી વાક્યોનું શ્રુતલેખન કરાવશે.

LANGUAGE FUNCTION

Observe the pictures:



Study the picture. Fill in the blanks with the help of words from the box given below:

in	on	between	behind	under
----	----	---------	--------	-------



1. The cat is _____ the computer.
2. The dog is _____ the bed.
3. The bed is _____ the windows.
4. The books are _____ the box.
5. The computer is _____ the table.

**Rewrite the sentences using the most appropriate words:**

1. I was born in/on/above 1988.
2. He is on/in front of/between his computer.
3. The picnic is planned in/on/into Sunday.
4. Hiral hid behind/between/ under the door.
5. Kiya swims into/in/ above the pool.

Study the pictures and fill in the blanks using the words from the brackets:

Example:



I am running.

They are running.



1. The girls _____ under the tree. (sit)

2. The painter _____ a white cap on his head. (wear)



3. I _____ on the path. (walk)

Fill in the blanks using the words from the brackets:

1. I **am going** to watch a movie at the theatre. (go)
2. We _____ in the nearby park. (play)
3. Pratham _____ at the function. (sing)
4. Girls _____ chess. (play)
5. The teacher _____ the students. (teach)
6. I _____ a storybook. (read)

Study the examples and make sentences:

શિક્ષક વર્ગને આઠ જૂથમાં વિભાજિત કરશે. પાંચ મિનિટનો સમય આપી ઉદાહરણ મુજબ વાક્યો લખવા કહેશે. જે જૂથ વધુ વાક્યો લખશે તે જૂથ ‘Sentence Champion’ જૂથ તરીકે વિજેતા બનશે.

Example : I am reading a newspaper.

He is playing Kho-Kho.

You are eating fruits.

I	am		fruits
He			kho-kho
She			on the footpath
Dwija	is	reading	a newspaper
A monkey		walking	a letter
		playing	kabaddi
		eating	laddus
We		jumping	a magazine
You		writing	on the platform
They	are		in the jungle
Chintan and Manan			bananas

VOCABULARY

 Find the words in the grid from ‘Hygiene Word Search: Circle them and write sentences:

Hygiene Word Search

bath	soap	comb
clean	water	towel
brush	napkin	
scrub	wash	



a	b	c	n	a	p	k	i	n
d	r	e	w	a	t	e	r	f
g	u	h	a	i	j	k	l	m
n	s	o	s	c	r	u	b	p
q	h	r	h	l	s	t	u	t
s	v	w	x	e	y	z	a	o
o	b	c	b	a	t	h	d	w
a	e	f	g	n	h	i	j	e
p	k	c	o	m	b	l	m	l

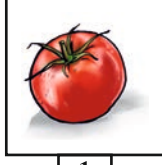
Example: brush - We should **brush** our teeth twice a day.

Fill in the blanks with the most appropriate words from the brackets:

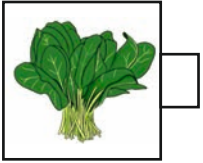
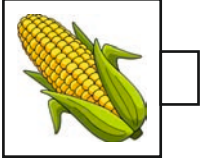
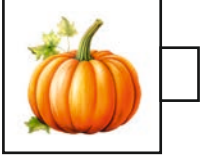
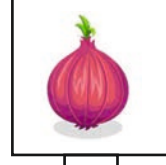
(weight, energy, vitamins, healthy, calories)

- _____ food provides nutrients.
- Fruits are good sources of _____ A, C and D.
- Eating too much sugar can lead to gain _____.
- Junk food contains much _____.
- Healthy snacks give _____ to our body.

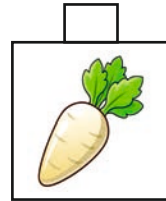
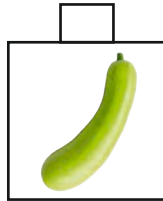
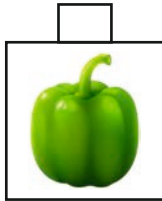
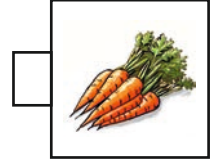
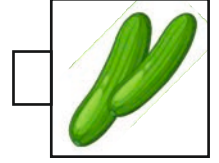
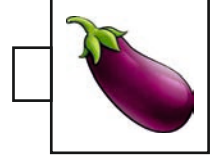
Arrange the letters and make meaningful words. Write appropriate number:



1



1. maotto to _____
2. apotto po _____
3. 'sydal inferg la _____
4. ononi on _____
5. pesa pe _____
6. croatr ca _____
7. tietrb rdugo bi _____
8. nocr co _____
9. sccumpia ca _____
10. eabgbac ca _____
11. nlajirb br _____
12. bcucmure cu _____
13. nikumpp pu _____
14. eetboort be _____
15. chansip sp _____
16. shdira ra _____



ACTIVITY

Let's Play - Look and say:

શિક્ષક વર્ગને ચાર જુથમાં વિભાજિત કરશે. ત્યારબાદ એક પુસ્તક લેશે અને તેને **desk**ની આસપાસ જુદી જુદી જગ્યાએ મૂકશે. વિદ્યાર્થીઓ પુસ્તકનું સ્થાન સમજશે અને ઉદાહરણ મુજબ વાક્યો બોલશે.

Examples: The book is on the desk.

The book is in front of the desk.

શિક્ષક પુસ્તકના સ્થાનને ઝડપથી બદલી વિદ્યાર્થીઓને સ્થાન નિર્દેશ કરતી અભિવ્યક્તિ કરતા વાક્યો બોલવાનું કહેશે.

SPEAKING

Describe the picture using the words in the brackets:

(mangoes, bananas, grapes, oranges, apples, potato, onions, bitter gourds, cauliflowers, cabbages, tomatoes, salt, coriander powder, a boy and a girl.)



Start like this...

This is a picture of _____

DO IT YOURSELF



Prepare a chart on the theme 'Healthy Food.' Write a paragraph:



2. Manners Matter

LISTENING



Recite and enjoy:

We Say, "Thank You."

Thank
you

We say, "Thank you."

We say, Please!

We don't interrupt
or tease,

We don't argue,

We don't fuss,

We listen when folks
talk to us.

We share our toys,
and take our turn,
Good manners aren't
too hard to learn,
It's really easy,
when you find,
Good manners mean,
just being kind.

Please

Repeat the following words after your teacher:

- | | |
|--------|--------|
| 1. to | 2. say |
| 3. us | 4. you |
| 5. we | 6. too |
| 7. our | 8. or |

Listen to the story:

Listen Good, Speak Good

Unit - 2



Once upon a time, there was a mother parrot who had two babies. She went in search of food. A hunter found the babies in their nest and took them away in his net. One of the baby parrots escaped the hunter's net and went into the house of an old man. The old man took care of the baby parrot and gave him a place to sleep in his home. He taught the baby parrot to speak. The hunter carried the other baby parrot to his home and kept him in a cage. He also taught his parrot to speak.

One day the king of the land came to the forest. He lost his way and came riding close to the hunter's home. As he came closer, he heard the parrot screaming,

‘Here’s a man on a horse,
He’s coming this way.
Catch him, kill him, rob him,
Don’t let him get away!’

When the king heard this, he turned his horse and rode away. After some time, he came to the old man's house. He found the other parrot there. It looked exactly like the first parrot. It also started speaking,



‘Here’s a man on a horse,
He’s coming this way.
Call him, help him and give him food,
Then send him on his way.’

The king was very surprised. He got down from his horse and said, “O parrot! You are so kind.” I saw another parrot just like you. But that parrot spoke very cruel words. How can two birds look alike but speak so differently?”

The parrot said, “O Mighty King! It’s simple. The other parrot is my brother. That’s why we look alike. But he learnt what the hunter taught him. He uses the hunter’s words. But my master is good and kind. He taught me to be good and kind.”

The parrot continued,
‘Our teachers tell us,
What we should be
The hunter made my brother,
Different from me.’

 **Find the meaning of the given words and make meaningful sentences:**

- | | |
|-----------------|--------------------|
| 1. hunter _____ | 2. cage _____ |
| 3. forest _____ | 4. surprised _____ |
| 5. mighty _____ | 6. alike _____ |

 **Answer the questions:**

- Where did the mother parrot go?
- Who found the babies?
- What did the old man teach the baby parrot?
- What do you learn from this story?
- What will you teach if you have a parrot?



READING

Recite and enjoy:

A Song of People

Sing a song of people
Walking fast or slow;
People in the city,
Up and down they go.

People on the subway
Underneath the ground;
People riding taxis
Round and round and round.

People on the side walk,
People on the bus,
People passing, passing,
In back and front of us.

Sing a song of people
Who like to come and go;
Sing of city people
You see but never know.



Write opposite words and make meaningful sentences:

fast x _____ front x _____
down x _____ come x _____

Read the story:

The Boatman and the Scholar

One day, a scholar wanted to cross a big river. He saw a boatman sitting by his boat.

Scholar : Hello, boatman! Can you take me across the river?

Boatman: Yes, of course. Please get in.

The boatman started rowing the boat slowly. As they moved through the water, the scholar decided to talk.

Scholar : Do you know anything about science?

Boatman: No, sir, I never went to school.

Scholar : Oh! That means you have wasted a part of your life.

The boatman said nothing and kept rowing. After a while, the scholar asked again.



Scholar : Do you know about history?

Boatman: No, sir, I only know how to row a boat.

Scholar : What a pity! You have wasted half of your life.

The boatman smiled but stayed quiet. Soon, dark clouds appeared in the sky, and the wind grew strong.

Boatman: Sir, do you know how to swim?

Scholar : (nervously) No, I don't!

Suddenly, the boat began to shake as waves hit it hard. Water started to come into the boat.

Boatman: Sir, the storm is coming! The boat might sink. If you can't swim, you could be in danger!

The scholar became scared.

Scholar : Oh no! Please help me!

The boatman smiled kindly.

Boatman: Don't worry, sir. Hold onto me, and I will swim us to safety.

With great effort, the boatman swam through the strong currents and took both of them to the shore.

When they reached the land, the scholar felt grateful.

Scholar : Thank you for saving me. Now I feel that skills are more important than information.

Boatman: Everyone knows different things, sir. That's what makes us all important.

The scholar smiled and shook hands with the boatman.

Scholar : I won't forget this lesson. Thank you, friend.

Complete the table:

Character	What he knows	What he does not know
Scholar		
Boatman		

Answer the questions:

1. Was it right for the scholar to say the boatman wasted his life?
2. What lesson did the scholar learn at the end of the story?
3. List out your skills.
4. What does this story teach?
5. What skills do you think are important to learn in your life?








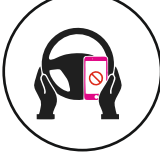


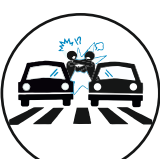

Put the mark '✓' if you can do the given task and 'X' if you cannot:

- | | | | |
|--------------------|--------------------------|-----------------|--------------------------|
| 1. wash clothes | <input type="checkbox"/> | 2. clip nails | <input type="checkbox"/> |
| 3. stitch a button | <input type="checkbox"/> | 4. cook food | <input type="checkbox"/> |
| 5. swim | <input type="checkbox"/> | 6. iron clothes | <input type="checkbox"/> |
| 7. fold clothes | <input type="checkbox"/> | 8. wash vessels | <input type="checkbox"/> |
| 9. help friends | <input type="checkbox"/> | 10. use a stove | <input type="checkbox"/> |

Arrange the sentences and write the numbers:

- | | |
|---|--------------------------|
| 1. The boatman swims to the shore with the scholar. | <input type="checkbox"/> |
| 2. The scholar thanks the boatman and learns an important lesson. | <input type="checkbox"/> |
| 3. The boatman asks the scholar if he knows how to swim. | <input type="checkbox"/> |
| 4. A storm comes, and the boat shakes. | <input type="checkbox"/> |
| 5. The scholar gets into the boat, and the boatman starts rowing. | <input type="checkbox"/> |
| 6. The scholar says the boatman has wasted half of his life. | <input type="checkbox"/> |
| 7. The boatman smiles and stayed quiet. | <input type="checkbox"/> |

 Study the symbols/poster and complete the table:

	Check condition of vehicle before starting a journey		Do not drive under influence of drugs or alcohol
	Do not drive if unfit/sleepy and not drive continuously more than 2 hrs		Always plan your journey
	Do not exceed the capacity of a Vehicle & do not entertain the passengers		Do not use cell phones while driving
	Always follow traffic rules of the site/road		Always wear seat belt/helmet
	Do not engage in road rage		Be considerate to other road users

Do's	Don'ts

WRITING

Complete the dialogues. You can use the words in the bracket:

Aalok : Welcome, Kaka.
 Uncle : Where are your mummy and papa?
 Aalok : _____ (market)

Kantaben : Hello, I am your new neighbour.
 Mamtaben : _____ (help)

Charmi : Wow, what a nice kurti! Where did you buy it from?
 Rajvi : _____ (online)

Maithilee lives in England. She is born and brought up there. She comes to her native village. Here is her dialogue with her grandfather. Complete the dialogue using the clues:

- Should we fly kites on Uttarayan? Doesn't it harm the birds?
- I like Navratri. I like to wear Chaniyacholi and play Garba during Navratri.
- Of course. But it should not be harmful to anybody. You should take extra care of yourself, too.
- I have seen some children were sprinkling colours on dogs and cows on *Dhuleti*.

Maithilee : Dadaji, I watch videos of all our festivals but I have some questions.

Dadaji : Questions about festivals?

Maithilee : Should we fire crackers on Diwali?

Dadaji : Yes, _____

Maithilee : _____

Dadaji : It is too bad. Animals do not like it. It is harmful to their skin.

Maithilee : I like to eat sweets on festivals.

Dadaji : You should eat home-made sweets.

Maithile : _____

Dadaji : All the festivals should be celebrated but in the right way. We should choose time to fly kites where birds are not in the sky. Generally, birds fly more in the morning and in the evening.

Maithilee : _____

Dadaji : Yes, all our festivals are charming.

LANGUAGE FUNCTION

 **Join the sentences using the given words:**

1. Mr. Shah is old. He is very weak. (so)
2. Arpita eats *Panipuri*. She also eats sandwich. (and)
3. Are you reading a novel? Are you reading a story book? (or)
4. I am tired. I worked hard all day. (because)
5. They have cats. They have dogs. (and)
6. Will you take tea? Will you take coffee? (or)

Complete the sentences:

1. I visited my dentist last Tuesday because

2. Mr. Shah was a very rich man but

3. It was freezing this morning so

4. The children wore their costumes and

5. Shruti studied hard for the Maths test but


Write suitable words to add something to the meaning of the given words:

Examples:

floor - clean floor

basket - red basket

- | | |
|----------------|--------------------|
| 1. river _____ | 2. classroom _____ |
| 3. stage _____ | 4. man _____ |
| 5. mango _____ | 6. shirt _____ |
| 7. Juice _____ | 8. student _____ |

 **Write the most appropriate phrases under the pictures and make sentences:**
(sings sweetly, writes carefully, sleeps quietly, walks slowly)









Choose the most appropriate words from the bracket to complete the sentences:

- Anil speaks Chinese _____ . (fluent/fluently)
- Rita learns very _____ . (quickly/quick)
- We fought with the enemies _____ . (bravely/brave)
- Falguni is a _____ driver. (slow/slowly)
- Ritesh has got a _____ voice. (loudly/loud)
- He is a _____ boy. (good/well)

VOCABULARY

Match 'A' with 'B'

'A'	'B'	Answers
1. scholar	a. a person who rows a boat	1. <u>g</u>
2. boatman	b. something that matters	2. _____
3. row	c. strong winds and rain	3. _____
4. shore	d. thankful	4. _____
5. storm	e. move a boat using oars	5. _____
6. grateful	f. the land near water	6. _____
7. important	g. a person who studies a lot	7. _____

Make words using the last letter of the previous word:

Example: began: now white elephant

1. hunterer : _____
2. escapee : _____
3. catcht : _____
4. continuedd : _____
5. elevatorr : _____

Fill in the blanks with the most appropriate words given in the bracket:

(boatman, swim, storm, row, scholar)

1. The _____ needed to cross the river.
2. The _____ took him across the water in his boat.
3. A strong _____ made the boat shake.
4. The boatman asked if the scholar knew how to _____.
5. The boatman began to _____ the boat.

ACTIVITY

Let's Play - Red Light, Green Light:

શિક્ષક વિદ્યાર્થીઓને 'Red Light, Green Light' રમત રમાડશે. શિક્ષક વસ્તુ, વ્યક્તિ કે પ્રાણીના અંગ્રેજી શબ્દો બોલશે ત્યારે વિદ્યાર્થીઓ વર્ગમાં ઊભા રહેશે. તે Red Light તરીકે ઓળખી શકાય અને જ્યારે શિક્ષક ક્રિયા દર્શાવતા શબ્દો બોલશે ત્યારે વિદ્યાર્થીઓ વર્ગમાં ચાલશે. તે Green Light તરીકે ઓળખી શકાય. જે વિદ્યાર્થીઓ ઊભા રહે તેને શિક્ષક out જાહેર કરશે તથા તેને બેસી જવાનું કહેશે.

ઉદાહરણ : શિક્ષક a sharpener, a pen, a book, a window, a pencil, a lion, erasers, boys, girls, friends વગેરે જેવા શબ્દો બોલી અચાનક sing બોલશે જે ક્રિયા દર્શાવવા વપરાય છે.

નોંધ: ક્રિયા દર્શાવતા શબ્દોને બદલે સ્થાન, સમય વગેરે નિર્દેશ કરતાં શબ્દો દ્વારા પણ રમાડી શકાય.

SPEAKING

Read the dialogue. Make pairs and enact it:

Soni : Excuse me, may I sit here? (points to an empty chair)

Riya : Of course! Please, have a seat. (smiles and nods)

Soni : Thank you. So kind of you. (sits down and makes eye contact)

Riya : You are welcome! Good manners are so important.

Soni : Absolutely! Please and thank you are magic words.

Riya : Exactly! We should also learn table manners.

Soni : Oh, yes! I don't like that people chew with their mouth open.

Riya : Uhh, me too! It's necessary to learn all this.

Soni : We must put it into practice.

Riya : Agreed! Let's keep spreading the good manners. (smiles and feels happy)

Divide the class into two groups. One group will speak good manners and the other group will speak bad manners from the box:

- greetings
- being punctual
- misbehaving at public places
- use of foul languages
- respecting elders
- always speak the truth
- asking permission
- interrupting in between
- not using basic etiquettes
- using please and thank you
- listening actively
- saying “excuse me” and “I am sorry”
- not replying or answering rudely
- yelling
- misbehaving at table
- being kind and compassionate
- stop wasting food
- not greeting guests
- disobeying

DO IT YOURSELF

 Find and write any one story about good manners or good habits from your library. Tell the story to your friends and present it in the prayer assembly.



3. Strength of Nature

LISTENING



Recite and enjoy:

Morning Song

When birds get up in the morning, they always say, 'Good morning',

When birds get up in the morning, this is what they say:

Chirp, chirp, chirp, chirp, chirp, chirp, chirp, chirp.

When birds get up in the morning, this is what they say

When dogs get up in the morning, they always say, 'Good morning',

When dogs get up in the morning, this is what they say:

Bow-wow, bow-wow, bow-wow, bow-wow.

When dogs get up in the morning, this is what they say.

Study the example and write new stanzas for the poem:

Examples:

cats-meow

When cats get up in the morning, they always say, 'Good morning',

When cats get up in the morning, this is what they say:

Meow, meow, meow, meow, meow, meow, meow, meow,

When cats get up in the morning, this is what they say.

1. ducks - quack

When _____ get up in the morning, they always say, 'Good morning',

When _____, this is what they say:

2. crows-caw

When _____ get up in the morning, they always say, 'Good morning',

When _____



Listen to the story:

Everyone is Unique

Once upon a time, there were different animals living together in a big forest. Each animal had its own unique ability. Those abilities made them special.

There was a wise old banyan tree. He watched over the forest and appreciated the uniqueness of every animal.

One day the animals started comparing themselves to one another. They wished they had others' abilities, too. The wise old banyan tree called all the animals together and shared a valuable lesson. He explained that each animal was unique and had something special to offer. The birds could sing beautifully, the rabbits were fast, the squirrels were excellent climbers and the bees were hardworking. The animals realized that their differences made the forest a diverse and wonderful place. They understood that everyone's uniqueness added to the beauty of their community.

From that day, the animals embraced their individuality and learnt to celebrate each other's strengths. They lived harmoniously and started appreciating one another. Everyone is unique in their own way and that diversity makes the world a better place.



Replace the underlined words with the opposite meaning from the brackets:

(excellent, unique, different, hardworking, valuable)

1. We learn same subjects in the school.
2. Every animal has common skills and abilities.
3. Every part of plants is worthless.
4. The eagle has poor eyesight.
5. Ants are lazy creatures.

Match 'A' with 'B':

'A'	'B'	Answer
1. bees	a. different	1- <u> f </u>
2. forest	b. wise	2- _____
3. animals	c. big	3- _____
4. banyan tree	d. valuable	4- _____
5. lesson	e. climbers	5- _____
6. squirrels	f. hardworking	6- _____



 **Answer the questions:**

1. What did the animals start one day?
2. What did the wise banyan tree explain to the animals?
3. Are your friends unique in their abilities?
4. Do you compare your handwritings with your friends?
5. One of your friends writes slowly, would you tease him/her?

Complete the table:

(good handwriting, jump high, jump long, sing better, take part in the elocution competition)

Your friend's name	Skill and quality

READING

Read the passage:

A Hornbill's Home

There are a lot of birds around us like sparrows, doves, crows, bulbuls, cuckoos, peacocks, etc. Some birds live in the forest. We cannot see them easily. The hornbill is such a bird.

Hornbill is a unique tropical bird. It lives in the forest. Sometimes they also come near the villages and cities.

All the birds lay eggs in different kinds of nests. But our hornbills' nesting method is different. Before laying eggs - the female hornbill locks herself within a tree cavity by covering the opening with mud, barks, excreta and saliva etc.

All the hornbills make nests in the cavities of tall trees. Female checks the cavities based on food availability and safety. Once the female picks the nest, she undergoes an interesting breeding habit.

Male hornbill covers the hole leaving only a small hole to protect them from predators.



Male hornbill flies in search of food. It gets food and comes back. It puts the food through the small hole.

This process goes for a long time. When babies grow up, the whole family- young ones and their mother - comes out from the nest. Till then our male hornbill becomes very thin-not because of dieting!

Think and discuss:

What happens if the male hornbill dies or is killed before this process? Who will feed female hornbill and babies?

Answer the questions:

1. Write about hornbill in your words.
2. Who covers the hole of the hornbill's nest? Why?
3. Find out sentences where the word 'hole' is used and underline them.
4. Where do birds live in your area?
5. Describe nesting method of hornbill.

Read the story:

A Good Deed Always Comes Around

Once there were two trees in the jungle. One was a Mango tree, and the other was a Babul tree. The Mango tree was kind. The Babul tree was not so.

One day, the Queen bee and her bees came to the jungle for shelter. They saw the Babul tree and wanted to make a beehive in it. The Queen bee asked, "Please let us use your branch." The Babul tree said, "No, find another tree." The Mango tree heard this and said, "Babul tree, you have enough space. You can share it." The Babul tree got angry and said, "you care, let them use your branch." The Mango tree said to the bees, "You can live in me." The bees built their beehive in the Mango tree and thanked him.

One day, two woodcutters came. They saw the Mango tree and wanted to cut it down. But one woodcutter saw the beehive and said, "The bees will sting us." They decided to cut the Babul tree. They started cutting it. The Babul tree cried in pain. The Mango tree asked the bees to help. The Queen bee said, "Let's protect the Babul tree!" The bees stung the woodcutters. The woodcutters ran away. The Babul tree was saved. The Babul tree said, "I am sorry. Thank you for saving me." The bees told him to thank the Mango tree too.

The Babul tree promised to be kind from then and started helping all.



Find out the words having similar sounds from the given paragraph:

Example: food - good

1. free - _____ 2. care - _____
3. but - _____ 4. would - _____

Classify the sentences in the table:

1. No, find another tree.
2. Babul tree, you have enough space.
3. If you care, let them use your branch.
4. You can live in me.
5. I am sorry. Thank you for saving me.
6. Promised to be kind from then and started helping all.

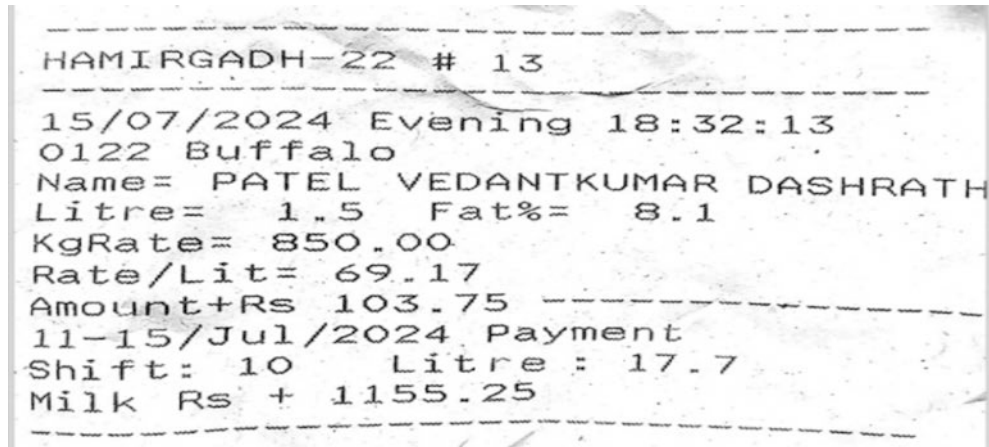
The Mango tree	The Babul tree

Answer the following questions:

1. Who came in the jungle to get a shelter?
2. The nature of the Mango tree was _____.
3. What did the Queen bee request to the Babul tree?
4. What will you do if someone asks the help from you?
5. Did the Babul tree thank the bees?
6. What did the Babul tree promise?
7. How is the honeybee useful to us?



Study the receipt:



Answer the questions:

1. What is the name of the milk customer?
2. Is this a receipt for the morning shift?
3. How much milk did he sell on that shift?
4. How much fat does the milk contain?
5. What is the total bill of the five days?
6. What is the rate of the milk per litre on that day?

WRITING



Write a story based on the pictures and points:



a cap seller-one village to another jungle



tired-asleep-monkeys



bag of caps-came down-took caps



monkeys wearing caps



woke up-empty bag



idea-threw down his own cap



monkeys copied



collected his caps

 Here is a story. Provide the beginning of the story. Take help of the words from the bracket:



(A monkey / friends / river / A crocodile / jamun tree)

This is a _____.

_____ lives in the river.

There is a _____ on the bank of the river.


_____ lives on that jamun tree.

The monkey and the crocodile became _____.

The monkey gives sweet jamuns to his friend.

The crocodile gives the jamuns to his wife. She thinks that the jamuns are very sweet. The monkey eats jamuns daily. His liver must be sweeter than the jamuns. She wants to eat the monkey's liver. So, the crocodile invites the monkey for dinner at his house. The monkey sits on the crocodile's back. On the way the crocodile shares his real plan that his wife wants to kill him and eat his liver. The monkey is clever. He quickly makes a plan. He says, "Oh, I will be happy to serve it to *bhabhi*. But I have forgotten it on the tree. Let's go back and bring my liver."

They go back to the bank. The monkey jumps up the tree and saves his life. He says to the crocodile, "Mr fool, does a liver remain separate from the body?"

 **Here is a story of two friends. There are three endings of the story given. Select the end which you like and write the whole story:**

Once upon a time in a small village, there were two friends, Meera and Riya. They had grown up together, attending the same primary school, playing in the same dusty playground, and sharing the same dreams. But their lives were very different. Meera came from a wealthy family, her life was full of all the comforts and luxuries. Riya, on the other hand, came from a poor family, where every day was a struggle for food also.

They were friends but Meera often looked down on Riya. She would make hurting remarks about Riya's worn-out clothes and the small, humble house. Riya, with her gentle heart, never said a word in return. She silently endured Meera's insults. She believed that these are small things. They should not affect their relations.

Years passed, and the two friends grew up. Meera got married into a wealthy family in the city. But her new life was not easy. Her in-laws were cruel and rough. Her life became miserable. She felt trapped and alone. Money was of no use to her.

Meanwhile, Riya worked hard, determined to change the situation of the family. She studied hard, went to law college, and finally became a prominent lawyer in the city. Her reputation as a brilliant lawyer spread quickly. She had a lot of money now.

One day, while working in her office, Riya received a call from an old acquaintance. It was Meera. The once proud and haughty girl was now broken, pleading for help. Her voice vibrated as she explained her situation. She requested her to help her.

A	Riya remembered the old days. Meera insulted her many a times. She reminded her of those days and cut the phone. Meera apologized but Riya was in no mood to listen to her.
B	Without a moment's wait, Riya agreed. She held no grudge against Meera. She remembered the bond - playing and laughing together. Riya took on Meera's case and fought to protect her rights. She brought out Meera from the worst situation. The court punished the in-laws for their behaviour. She guided her towards a new beginning. In the end, Meera realized the true value of friendship. She apologized for her past behaviour. Riya simply smiled and said, "True friendship is not about wealth or status. It's about being there for each other, no matter what".
C	Without a moment's wait, Riya agreed. She held no grudge against Meera. She remembered the bond - playing and laughing together. Riya took on Meera's case and fought to protect her rights. She brought out Meera from the worst situation. Riya forgave her in-laws for their behaviour.



LANGUAGE FUNCTION

Match each animal/bird with its ability and write the sentences:

A

1. The monkey...
2. The cow...
3. The parrot...
4. The kangaroo...
5. The fish....

B

- a. can swim.
- b. can talk and fly.
- c. can hop on two legs.
- d. can give us milk.
- e. can jump fast.

Fill in the blanks with the most appropriate options:

1. You _____ (can/must) obey the traffic rules.
2. We _____ (should not/cannot) throw wrappers on the road.
3. _____ (May/Must) I have a piece of chocolate?
4. We _____ (should/may) eat fruits daily to be healthy.
5. You _____ (must not/cannot) be late in the exam.
6. I _____ (can/must) walk five kilometres without a break.
7. _____ (May/Must) I come inside?

(asking for permission, giving permission, obligation.)

Match 'A' with 'B':

'A'	'B'	Answer
1. Can I use your pencil?	a. ability	1. _____
2. You may call from my phone.	b. advise	2. _____
3. You must not leave your bicycle here.	c. asking for permission	3. _____
4. You should learn to type.	d. giving permission	4. _____
5. My sister can prepare sandwiches.	e. obligation	5. _____

Choose the most appropriate options:

1. It _____ rain today.
a. must b. may c. should
2. _____ we come in?
a. should b. must c. may
3. You _____ obey the class teacher.
a. may b. must c. should
4. _____ you please reduce the price?
a. should b. can c. may
5. I _____ run faster than you.
a. can b. must c. should

Strike out the in appropriate options:

1. You mustn't / must study hard to be a doctor.
2. I must / mustn't spend some time with my parents. I haven't seen them for a long time.
3. We must / mustn't check our answers for avoiding errors.
4. You must / mustn't have the passport for travelling to Dubai.

VOCABULARY**Circle the odd one:**

1. black, dark, bright, dim
2. hen, crow, goat, sparrow
3. snake, sparrow, dove, crane
4. ant, mouse, squirrel, lizard
5. cow, sheep, buffalo, peacock



Unscramble the letters:**Eg:** erohs - horse

1. ogd- _____
2. eeshp- _____
3. flyttbuer- _____
4. worc- _____
5. shif- _____

Read the description and write answers:

1. I have a trunk. I am large and grey but I am not a tree. Who am I? _____
2. I have a long neck. I have patches on my body. I can eat my food from tall tree. Who am I? _____
3. I am a king of the jungle. I can roar. Who am I? _____
4. I can swing and jump. I can grin. Who am I? _____
5. I have a hump on my back. I can walk in the desert. Who am I? _____

ACTIVITY**Let's Play - Guessing game:**

શિક્ષક કોઈ એક વિદ્યાર્થીને વર્ગ સમક્ષ ઊભો કરશે. ઊભો થયેલ વિદ્યાર્થી કોઈ એક પક્ષી અથવા પ્રાણીનું નામ ધારશે અને તે નોટબુકમાં લખીને શિક્ષકને આપશે. (જેથી શિક્ષક વર્ગને પ્રશ્નો પૂછવામાં મદદ કરી શકે.) વર્ગના વિદ્યાર્થીઓ વારાફરતી તેને નીચેના પ્રશ્નો પૂછશે. વિદ્યાર્થી માત્ર yes / no માં જવાબ આપશે.

Class : Is it an animal?

Student : Yes, it is.

(જો પ્રાણી ધાર્યું હશે તો 'yes' માં જવાબ આપશે અને જો પક્ષી ધાર્યું હશે તો 'no' માં જવાબ આપશે.)

Class : Is it a wild animal?

Student : No, it isn't.

Class : Is it lion?

Student : No, it isn't.

Class : Is it a meat eater?

Student : No, it isn't.

Class : Is it a deer?

Student : No, it isn't.

Class : Is it a giraffe?

Student : Yes, it is.

(સાચો જવાબ આપનાર વિદ્યાર્થી વર્ગ સમક્ષ આવશે અને નવો શબ્દ (પ્રાણી, પક્ષી) ધારશે. આ રીતે રમત ફરીથી શરૂ થશે.

નીચેના જેવા પ્રશ્નો બોર્ડ પર લખીને મહાવરો કરાવી શકાય અને આ રીતે રમત લંબાવવી.

Is it a grass eater (herbivores)?

Is it a meat eater (carnivorous)?

Is it an omnivore / omnivorous animal?

Is it nocturnal?

Is it smaller than _____?

Is it bigger than _____?

Is it as big as _____?

Does it have horns?

Does it live near the village?

Is it a domestic animal?

Can it fly high?

Does it have crest / long features?

Does it have a long beak?

Is it found in India?

Is it found in your village?

આ રીતે તેમાં **amphibious, reptiles, insects** વગેરેનો ઉમેરો કરી વિવિધ પ્રશ્ન સર્જનથી રમત રમાડી શકાય.

SPEAKING

Read the Dialogues. Make pairs and enact:

Priya : Hey Aarav, do you know any funny tongue twisters?

Aarav : Yeah! My mom has taught it to me, “Betty Botter bought some butter.”

Priya : (giggles) That’s good one! Let me try... “Betty Botter bought some butter.”

Aarav : (laughs) You said it fast!

Priya : Okay, here’s another one: “Peter Piper picked a peck of pickled peppers.”

Aarav : (excitedly) Oh, I know that one! “Peter Piper picked a pack of pickled peppers.”

Priya : Wow, you’re so good at it! Let’s try one more “How can a clam cram in a clean cream can?”

Aarav : (giggles) That’s a tough one! “How can a clam cram...” (stammers)

Priya : (laughs) It’s okay, Aarav! We can try again it together.

DO IT YOURSELF

Find the books about the birds and animals. Read it and discuss with your friends:

Some books for you ...

1. *The birdman of India, Salim Ali for children* by Zai Whitaker.
2. *Common birds* by Salim Ali and Laeeq Futehally, NBT, India.
3. Encyclopaedia of Birds/Animals/Amphibians / Insects/Reptiles.
4. *Maro parivar* by Mahadevi Verma.



4. Circle of Love

LISTENING

Recite and enjoy:

Family and Friends



Family and friends, so dear and true,
A special bond between me and you.
In every laugh, in every cheer,
Our love grows stronger, year by year.

With family, we're never alone,
In their embrace, we've always grown.
Through highs and lows, we stand by,
With guiding hands and hearts that never lie.

Friends are gems, shining bright,
They fill our days with pure delight.
With every secret, every smile,
They make our journey worth while.

Together we face each new day,
Hand in hand, come what may.
In this circle of love, so wide,
We find our strength, we find our pride.

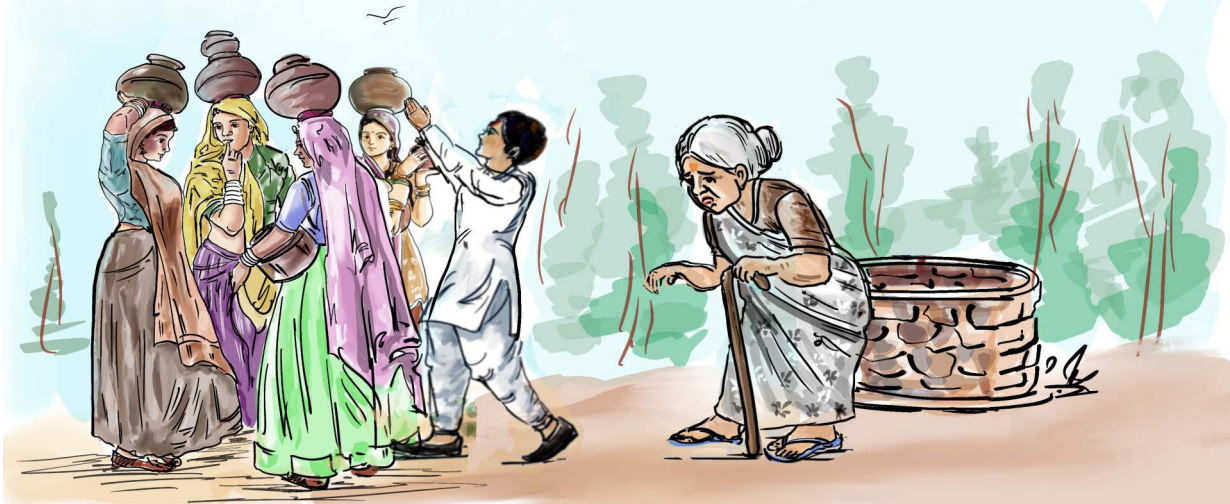


Fill in the blanks according to the poem:

1. Our love grows _____, year by year.
2. Through _____, we stand by.
3. _____ are gems, shining bright.
4. _____ make our journey worth the while.
5. We find _____, we find _____.

Listen to the story:

The Real Diamond



One evening, as the birds flew home, four village women went to fetch water from the well. An elderly woman walked with them silently.

They filled their pots and they started talking about their sons.

The first woman said, “My son sings so beautifully that everyone loves his voice.” The second woman said, “My son is so strong that people call him Bheem.”

The third woman said, “My son is very smart. He remembers everything he reads.”

The fourth woman did not say anything. The second woman asked, “Don’t you want to talk about your son?”

She smiled and said, “My son is not strong, and he doesn’t sing or read like yours.”

They started walking back to the village.

Soon, a boy passed by, singing beautifully. The first woman said, “That’s my son!” But he didn’t even look at her.

Later, a strong boy walked by. The second woman said, “That’s my son!” But he also didn’t notice his mother.

After a while, a boy came, reciting mantras. The third woman said, “That’s my son!” But he also walked without noticing his mother.

Then, another boy was passing by. He saw his mother, the fourth woman, and took the heavy water pot from her.

The three women were surprised.

The elderly woman smiled and said, “This is the real diamond.”

Write in the blanks who said the following statements in the story:

1. My son sings so beautifully that everyone loves his voice. _____.
2. This is the real diamond. _____.
3. My son is not strong, and he doesn’t sing or read like yours. _____.
4. My son is so strong that people call him Bheem. _____.
5. My son is very smart. He remembers everything he reads. _____.

READING

Read the story:

Afraid of Rain, Really?

Siddhu excitedly ran out to play in the rain. As he was enjoying the rain, he looked back towards the home. His younger sister, Deepu was hiding behind the door.



He splashed water towards her and called her. “Deepu! Come on. Let’s play in the rain. It’s so much fun.”

“No, Bhai! The cloud will fall on me. I’ll get lost in the cloud.”

“Oh, really? Come outside. Look! I’m here. I’ll catch the cloud. I won’t let it fall on you.”

“Bhai, you’re lying. Your hands are too small. How will you catch the cloud?” Deepu asked confusingly.”

Siddhu said, “Don’t you remember, our Grandma told a story from Shrimad Bhagwat yesterday? God Krishna lifted a huge mountain Govardhan on his little finger. I, too, will raise my hand just like him and catch the cloud. How can I let anything happen to my dear little sister?”

“He is the almighty God, but your hands are too small.”

“Oh! Didn’t you tie me a Rakhi? Look, the power of this Rakhi has come into my hands. I can protect you from the falling clouds.”

Deepu said, “Yes Bhai, you are right.”

Siddhu says, “So now, com outside and let’s play in the rain.”

Saying this, he went inside and pulled Deepu outside in the rain.

She stood there, a little scared for a while, and then started playing with her brother in the rain. Now she was not afraid of rain.

Find out the correct sentences from the pairs and write them:

1. (a) Deepu was Siddhu’s younger sister.
(b) Deepu and Siddhu are cousins.
-

2. (a) Siddhu is afraid of clouds.
(b) Deepu is afraid of clouds.
-

3. (a) Grandma told a story from Shrimad Bhagwat yesterday.
(b) Grandma told a story from Ramayan yesterday.
-

4. (a) Siddhu lifted a huge mountain on his finger.
(b) God Krishna lifted a huge mountain, the Govardhan on his finger.
-

5. (a) Siddhu is talking about the power of Rakhi.
(b) Deepu is talking about the power of Rakhi.
-





Answer the following questions:

1. What is Siddhu asking Deepu to do?
2. Did Siddhu promise to save Deepu?
3. Which game do you play with your brothers and sisters?
4. Do the clouds fall on us?
5. What did God Krishna lift?

Read the story:

My Real Companion

A new school building was constructed in a village named Sitapur. It was really a nice school. A teacher, Mr. Anand Patel, was transferred to that school. He was a loving, caring and enthusiastic man. He took motherly care of the students.

There was a boy named Nayan in that village. He was ten years old. He didn't like to study. He liked to play all the day. Staying for five hours at school was not his cup of tea. So, he rarely went to the school. Mr. Anand decided to educate all the children of the village. So, he noticed Nayan's absence and decided to meet him. Once he visited Nayan's home. He asked his parents about his absence. They told everything about his dislikes for study. So, the teacher returned sadly.

Next day he decided to make greater efforts. He went to his home again. Nayan greeted him.

Mr. Anand : Let's go to the school, Nayan.

Nayan : No, Sir! I do not like to go there.

Mr. Anand : See, you will enjoy games and songs with your friends.
You will learn new things.

Nayan : No, No, No. I will not come. (He ran inside his home.)

Mr. Anand went to the school alone. Then it was Mr. Anand's routine work to call Nayan for school and Nayan was denying and making excuses.

After some days, Mr. Anand started playing with Nayan at Nayan's home after the school hours. Nayan also liked to play with him. Their games went on for few days. Then Mr. Anand started telling interesting stories and asking puzzles. Nayan found a real friend in Mr. Anand. Their bonding became stronger day by day. Thus, Mr. Anand tried to teach him numbers and reading by play-way method. Nayan liked it. After two months, Nayan started to come to the school with Mr. Anand and enjoyed learning. They became companions to each other.



One day, Nayan was waiting for his companion to go to school but he didn't come. Nayan went alone to the school. This is the first time, he went to the school alone. During recess, he came to know that his companion was ill. His eyes filled with tears. He rushed to Mr. Anand's home.

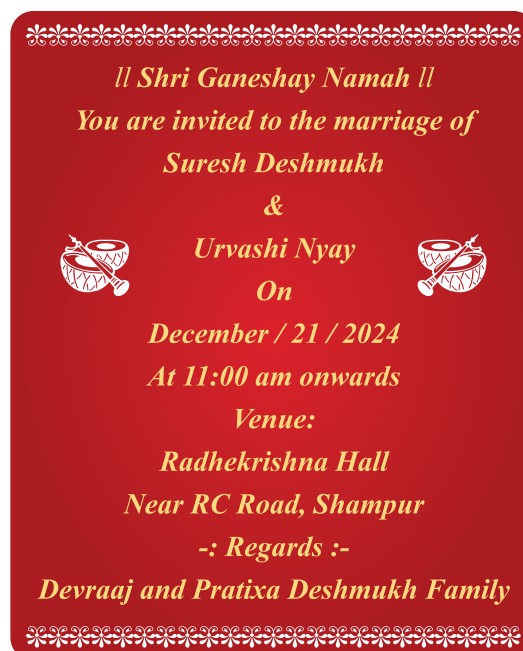
There was no one in Mr. Anand's family to take his care. He was alone. Nayan called the doctor for his companion and took his care like a family member. After five days, Mr. Anand got well. He was able to go to school now. He thanked Nayan with tears of happiness in his eyes. Nayan bowed down and touched Mr. Anand's feet. He said, "You are my real companion. How can I leave you alone?" Mr. Anand was very happy and surprised.

 **Answer the following questions:**

1. Why did Nayan not like to go to the school?
2. Describe Mr. Anand's nature in two-three sentences.
3. Find out similar words/phrases of the following words from the story:
1. glad, 2. friend, 3. look after, 4. unhappiness
4. How did Nayan take care of his companion?
5. Give a new title to this story.

 **Study the marriage invitation card and answer the questions:**

1. What was the date of marriage ceremony?
2. What was the bride's name?
3. Was the programme held in the morning or evening?
4. Who gave the invitation?
5. Where was the marriage function held?



WRITING


Here are some messages. Where will you write them in your school? Write the alternate messages too:

Message	Where will you write them in your school?	Write alternate messages
Throw waste paper in dustbin only. It will keep the school clean.		
Save water and water will save you. You cannot produce water, you can only save it.		
At a time if one speaks, it's a message. If more than one speak, they create noise.		
Do not pluck flowers and leaves. The plants also feel pain.		
Keep your shoes outside. This is a holy place.		

SMS Zone

 **Read the message inviting a friend to your birthday party:**

Tomorrow is my birthday. We shall have a _____ tomorrow at my home. I invite you to my _____ party. We shall start at 6 pm. We shall have songs, dance, games and dinner. Come.

 **Your friend invited you to her birthday party. But you are not well. So you cannot attend it. Write an SMS with apology using the options given in the box:**

going to see my grandparents to my village.

I wish you a very happy birthday.

Kiran,

I cannot come.



Dear _____ ,

I got your invitation.

_____ But I am
sorry. I _____ because I am

 **It was raining heavily when the school day ended. Your house is very far. Your teacher was worried for you. Write a message to him/her after reaching safely:**

Respected Teacher,

 **Write a message to your friends to thank them for their birthday wishes:**

 **Write about the picture using the given points:**

(hen - hand pump - washing cloth - cow - dog - an old man - house - trees)



This is a picture of a village. It is morning time. There is _____

LANGUAGE FUNCTION

Read the dialogue. Make Pairs and enact it:

Mansi : Hello Piyush, good morning. Sorry for disturbing you so early.

Piyush : Good morning Mansi. It's okay. How can I help you?

Mansi : Could you share me your mathematics notes? Because I was absent in the class.

Piyush : Sure, you can come and take it anytime.



Mansi : Thank you so much. See you in an hour.

Piyush : You are welcome, dear.

Read each situation. Select the most appropriate answers from the box:

1. Your friend has many toys. You want to play with them.
You go to him and ask, "Could you give me your toy?"
Your Friend replies...

Thanks.

Ok. Return them soon.

No, Congratulations.

2. You have hurt your friend by mistake. You feel bad.
You tell him, "Oh dear! I am sorry." He says...

It has hurt.

It's ok.

I am sorry.

3. Your friend gives you a chocolate.
You feel happy. You say her...

Hello.

Thank you.

No, thank you.

4. An old woman is crossing the road. You want to help her.
You go to her and say...

May I help you?

You are welcome.

I am sorry.

5. Two men are talking. They are standing in the middle of the narrow path.
You want to go from there. You say...

How are you?

May I go out?

Excuse me, May I go from here?



Choose the most appropriate options from the brackets and complete the dialogue:

(hello; I am fine; good morning; thank you; would you give me your black pen; how are you; Yes, take it)

Mehul: Hello, _____ !

Rehan: _____ ! Good morning! _____ ?

Mehul: _____ , thank you. What about you?

Rehan: I am very excited for my English test today. _____ , please?

Mehul: _____ dear. Here you are.

Rehan: _____ Ok, I am late now. Bye.

Select the most appropriate options and write the number in the blanks:

1. Could you please pass the salt?
2. Go straight.
3. Could you give me more tea?
4. Would you open your mouth?
5. Would you give me a glass of water, please?

(a) A nurse is trying to check the teeth of a patient.

(b) Ritesh is asking for salt.

(c) Papa wants to drink more tea.

(d) Neha is eating spicy food. Suddenly, she needs water.

(e) Arif wants to go to park. Sophia is guiding him.



VOCABULARY

Make a box around the odd one:

Example: brother, friend, daughter, son

1. uncle, aunt, father, neighbour
2. mother, grandmother, grandfather, man
3. nephew, woman, niece, cousin
4. sister, aunt, girl, uncle
5. father, cousin, boy, grandmother

Fill in the blanks choosing the most appropriate options from the brackets:

(grandfather, uncle, cousin, aunt, nephew)

Example: My grandma's daughter is my mother.

1. My mother's sister is my _____.
2. My father's father is my _____.
3. My aunt's daughter is my _____.
4. My mother's brother is my _____.
5. My brother's son is my _____.

Arrange the jumbled letters and make meaningful words:

Example: inec - niece

1. nuat - _____
2. retbhor - _____
3. nwehpe - _____
4. tsreis - _____
5. uonisc - _____

ACTIVITY

Let's Play - 'Respond Me':

- શિક્ષક વિદ્યાર્થીઓની સંખ્યા મુજબ **Congratulation; Thank you; Sorry; You are welcome; Good bye; Yes, of course; Sure; Excuse me; I am fine; It's ok** જેવા પ્રતિભાવો અલગ-અલગ **chits** માં લખી દરેક વિદ્યાર્થીને આપશે. દરેક વિદ્યાર્થી પોતાની **chit** વાંચશે.
- હવે, શિક્ષક કોઈ એક વાક્ય બોલશે. તે વાક્યને અનુરૂપ પ્રતિભાવ જે **chits** માં હોય તે વિદ્યાર્થીઓ હાથ ઊંચો કરશે અને શિક્ષકના કહ્યા બાદ **chits** માં રહેલ પ્રતિભાવ વાંચશે.

Example:

Teacher: I stood first in the class.

Students: Congratulations!

Note: એક પ્રતિભાવની એકથી વધુ **chits** બનાવી શકાય કે જેથી, દરેક વિદ્યાર્થી સક્રિય રહે. **chits** મુજબના પ્રતિભાવો મળે તે માટે શિક્ષક અગાઉથી વાક્યોની યાદી બનાવી શકે.

SPEAKING

Read the dialogue. Make pairs and enact:

Dhyan : Hello, Shyam. Let me introduce you to my cousin, Prem.

Shyam : Hello, Prem. Nice to meet you!

Prem : Hello, Nice to meet you.

Dhyan : Friend, he is a good swimmer. He practises an hour a day.

Prem : I love swimming. I will stay here for a week. We will go for swimming.

Shyam : Do you take part in the competition?

Prem : Yes, I have taken part in many competitions. Every year I take part in Khel Maha Kumbh.

Dhyan : That's great. I will learn swimming from you. Will you teach me?

Prem : Yes, sure. I will.

Dhyan : Ok, we'll meet at the evening.

Prem : Welcome.

Discuss in pairs what your mother does daily in the morning:

For example:

1. She wakes up early at six o'clock.
2. She cleans the home first.....

DO IT YOURSELF

Listen to the stories about "Unity is strength." from your elders. Present them to your classroom:

5. Around the World

LISTENING

Recite and enjoy:

An Ice-cream Man



When summer's in the city,
And brick's a blaze of heat,
The ice-cream man with his little cart
Goes trundling down the street.
Beneath his round umbrella,
Oh, what a joyful sight,
To see him fill the cones with mounds
Of cooling brown and white;
Vanilla, chocolate, strawberry,
Or chilly things to drink.
From bottles full of frosty-fizz,
Green, orange, white, or pink.
His cart might be a flower bed,
Of roses and sweet peas,
The way the children cluster round
As thick as honeybees.

- RACHEL FIELD

Write related words from the poem:

Example: people - ice-cream man, children

1. places - _____, _____
2. colours - _____, _____
3. ice-cream flavours - _____, _____
4. things - _____, _____
5. flowers - _____, _____

Listen to the story:

Robinson Crusoe Discovered a Footprint

Robinson Crusoe's ship was wrecked in a storm. He lived alone on an island for many years. He longed for company.

Let's see what he experienced.



One day, Robinson was walking towards his boat. He saw a human footprint on the sand. He stood amazed! He became curious and searched everywhere but there was no one. He thought it was his imagination. Yet he was in doubt. He thought for a long time. At last he returned to his cave very frightened. Every now and then, he looked behind, mistaking every bush and tree to be a man.

Whenever he came to his cave (which he called his castle), he ran inside as if someone was chasing. He was frightened and could not sleep at night. He thought there could be some savages from the mainland. They may be wandering on that island.

Robinson thought, if savages approached, they would kill him. This scared him. He prayed for his safety. By doing so, he got comfort and again went to investigate. Even now, as he went forward, he looked behind frequently. He was still very frightened.

As the days passed and he found nothing, he became a little bolder. He decided to go to the shore again and examine the footprint once again. He measured it with his own footprint.

By doing so, he realized that it seemed larger than his own. Again he got afraid!

He was longing for a company but also worried about his own safety!

(Adapted from Daniel Defoe's Robinson Crusoe)



Match 'A' with 'B':

'A'	'B'	Answer
1. Robinson was surprised	a. it was his imagination.	1. _____
2. He thought that	b. frequently.	2. _____
3. At last he came back to the cave	c. to see a footprint on the sand.	3. _____
4. He prayed for	d. with fear.	4. _____
5. He looked back	e. safety.	5. _____

Arrange the sentences in the correct order:

1. He could not sleep at night. _____
2. He returned to the cave very frightened. _____
3. Robinson saw a footprint of a man. _____
4. He decided to measure it with his own footprint. _____
5. He searched everywhere. _____

READING

Recite and enjoy:

I Wish



I often wish I were a King,
And then I could do anything.
If only I were King of Spain,
I'd take my hat off in the rain.
If only I were King of France,
I wouldn't brush my hair for aunts.
I think, if I were King of Greece,
I'd push things off the mantelpiece.
If I were King of Norway,
I'd ask an elephant to stay.
If I were King of Babylon,
I'd leave my button gloves undone.
If I were King of Timbuctoo,
I'd think of lovely things to do.
If I were King of anything,
I'd tell the soldiers, "I'm the King!"

A. A. Milne





Answer the questions:

1. Underline the rhyming words in the poem.
2. Write names of countries mentioned in the poem.
3. When would the poet take off his hat?
4. What will you do if you were the Prime Minister of India?
5. Complete the table:

If I were.....	I'd.....
king of Spain	
king of Babylon	
	push things off the mantelpiece
king of France	
	ask an elephant to stay

Read the story:

First Journey

Prakash was very excited as he prepared for his summer vacation. He had never been on a train. His thought of travelling to his uncle's house filled him with thrill. He asked, "Mummy, I've never been on a train before! What will it be like?"

Mummy replied, "It'll be fun! You'll see new places and meet new people."

He arrived at the railway station with his parents. They found their seats and settled in. The Ticket checker greeted them warmly, "Welcome, enjoy your journey." Prakash watched as the ticket checker checked tickets and helped passengers.

Prakash saw rivers, mountains and villages. "Look, mummy! Cows grazing!" he exclaimed, pointing out the window.

During the journey, Prakash made friends with fellow passengers, including a boy named Raj. They played games, shared snacks and laughed together. Hours passed quickly and soon the train reached the station. His uncle welcomed them with open arms, warm smiles and loving hugs. The family spent wonderful days together, exploring the town, playing games and sharing stories. Prakash learnt gardening tips from his uncle and laughed with his cousins.

When they prepared to leave, Prakash realized that travel isn't just about reaching a place. It is about the people, experiences and memories.



Choose the most appropriate options:


- Prakash was travelling with _____ .
a. his uncle b. his parents c. his friends
- Prakash's uncle taught him _____ .
a. drawing b. dancing c. gardening
- Which emotion is expressed by the words 'welcomed with open arms'?
a. anger b. happiness c. sadness
- The weather might be very _____ when Prakash visited his uncle's house.
a. cold b. hot c. humid



Answer the questions:

- Where was Prakash travelling to?
- What did Prakash see outside the train window?
- Describe your memorable travel experience.
- What new things would you like to see on a trip?
- Who is your favourite travel companion?


Study the ticket and answer the questions:

 GSRTC Gujarat State Road Transport Corporation ગુજરાત રાજ્ય માર્ગ વાહન વ્યવહાર નિગમ <i>E-Ticket/Reservation Voucher</i>		
PNR Number: G12006883	Journey Date: 06/04/2016	
Journey From: AHMEDABAD	Journey To: BARODA	
Journey From: CENTRAL BUSSTAND	Journey To: CENTRAL BUS STATION	
Trip Code: 0900NHRNRBR	Departure Time: 09:15 Hrs.	
Class: DV46	Pickup Point: NEW BUS TERMINAL-1	
Service From: AHMEDABAD	Platform No: 24	
Service From: NEHRUNAGAR	Service To: BARODA CENTRAL BUS STATION	
No. of Seats: 1		
Seat No/s: 7		
Passenger Information		
Name: M. K. Sharma	Age: 30	Gender: M
ID Card Type: Pan Card	ID Card Number: ABCDE1234G	
Total Fare Details		
Basic Fare: 198.00	Reservation Fee: 5.00	
Accident Insurance Charges: 0.00	Toll Fee: 7.00	
Service Charge: 0.00	Toll Fee Rajasthan: 0.00	
Other Levies: 0.00	Concessions: 0.00	
Discounts: 20.00		
Total Fare: 190.00		
Important		
<ul style="list-style-type: none"> The seat(s) booked under this e-ticket is/are not transferable. This e-ticket is valid only for the seat number and bus service specified here in. This e-ticket print out has to be carried by the passenger during the journey along with Original Photo ID Card of the passenger whose name appears 		



- What was the total fare from Ahmedabad to Baroda?
a. 198 b. 190 c. 20 d. 178
- M. K. Sharma's seat number was _____.
- Where did M. K. Sharma board from? _____.
- The bus departed at _____ .
a. 12.00 b. 9.30 c. 9.15 d. 8.15
- M. K. Sharma travelled by Volvo class. (True/False) _____.
- The PNR number was _____.
- What is the full form of GSRTC? _____.

WRITING

 **Here is a paragraph about 'My Visit to the Seashore'. Arrange the following parts in an appropriate sequence. Give it sequence number and rewrite it in a proper format:**

I enjoyed the sight of endless ocean. There was rhythm in the sound of the waves. The breeze was cool. The sky was blue and full of fluffy clouds. The sun shone brightly. Some seagulls were flying in the sky.	
It was a magical and refreshing experience.	
There were a few people on the shore. A group of children was building sand castles. Some hawkers were selling food and toys. I walked on the sand for a few minutes. The sand was warm and soft. Then I walked in shallow water. I collected a few seashells. Then I sat on a large rock.	
Last weekend, I visited a seashore. The experience was truly refreshing as I liked to walk on the sandy beach.	1

 **Answer the following questions and write a paragraph about 'My Favourite Place':**

- Which is your favourite place?
- Where is it?
- How is it? (big, small, clean etc.)



- What do you see there?
- What do you do there?
- Write your memories about it.
- Why do you like it?

LANGUAGE FUNCTION

Study the pictures and read the sentences:



The teacher teaches us daily.



He takes breakfast early in the morning.

We go to school regularly.



I go to bed at 10:00 p.m.

Fill in the blanks with the most appropriate words given in the brackets:

1. The students _____ in the assembly hall. (sit/sits)
2. The girls _____ badminton in the park. (play/plays)
3. The farmer _____ under the tree. (sleep/sleeps)
4. Meril _____ the room. (clean/cleans)
5. Sheetal _____ a picture. (draw/draws)
6. Hiral _____ in Bhuj. (live/lives)
7. Rahul and Pinky _____ Science City. (visit/visits)
8. Vishal _____ milk in the evening. (drinks/drink)
9. Diksha _____ to Bhavnagar. (goes/go)
10. The gardener _____ the plants. (water/waters)

 **Study the example and make sentences:**

Example: I play carrom every Sunday.

I	wears	tasty food.
Rekha	play	carrom every Sunday.
Anand	cooks	saree everyday.
We	like	to read books.
Kanchan	doesn't like	help.
Pragnesh	don't want	to eat fruits.

Study the example and answer the questions:



Example: What is she doing?

Ans: She is watching TV.



1. What is he doing?

Ans: _____



2. What is the boy doing?

Ans: _____



3. What is the girl doing?

Ans: _____



4. What is the boy doing?

Ans: _____

 **Study the picture, read the paragraph and answer the questions:**



It is Tuesday afternoon, at Sharda Primary School. Mrs. Nehaben and the students are in the music room. It is a small room. Mrs. Nehaben is a music teacher. She is playing tabla. The students are sitting in a circle. The students love their music lessons. They are practising for a concert. The concert is for the parents. It is on Friday morning. Disha is singing. The students are happy.

1. Who is playing tabla?
2. Why are they practising?
3. How are the students sitting?
4. When is the concert?
5. What is Disha doing?

 **Answer the following questions using the words given in the brackets:**

Example: Where are the children going? (to home)

Ans. The children are going to home.

1. What is Sejal learning? (Sanskrit)
2. What is the monkey eating? (a banana)
3. What are Renuka and Mishva doing? (dance)
4. How many marbles is Dinesh keeping? (ten)
5. What is the teacher writing on the blackboard? (a sentence)

VOCABULARY

Write the words:

Rooms in a House

1. You sleep here. B _ _ _ _ _
2. You have a shower here. B _ _ _ _ _
3. You make meals here. K _ _ _ _ _

Places in a School

1. Students have their lessons here. C _ _ _ _ _
2. You can play here. P _ _ _ _ _
3. You can read books and borrow books L _ _ _ _ _

Subjects

1. A subject that studies all the things that happened in the past. H _ _ _ _ _
2. A subject that teaches you how to write sentences and letters. L _ _ _ _ _
3. A subject that explores nature. S _ _ _ _ _

What kind of things are they? Write the words:

1. Breakfast and dinner are - **meals**
2. India and America are - c _____
3. A frock and a shirt are - c _____
4. Tomatoes and potatoes are - v _____
5. Red and white are - c _____
6. The Narmada and the Tapi are - r _____
7. A mode of transport - t _____
8. January and September are - m _____
9. English and Gujarati are - l _____
10. Summer and monsoon are - s _____

Read the riddles and answer using the words given in the bracket:

(a comb, a table, a bank, a towel, in a dictionary)

1. What gets wet while drying? _____
2. I have branches, but no fruit, no trunk or no leaves. What am I? _____
3. Where does today come before yesterday? _____
4. What has legs but doesn't walk? _____
5. What has many teeth but can't bite? _____



ACTIVITY

Role play:

શિક્ષક વિદ્યાર્થીઓની સંખ્યા પ્રમાણે નાના નાના જૂથમાં વહેંચશે. દરેક જૂથને **Role play** માટે અલગ અલગ જગ્યાઓ જેવી કે **post office, bank, railway station, hospital** વગેરે કહેશે અને વિદ્યાર્થીઓને તે જગ્યાનું દ્રશ્ય રજૂ કરવા કહેશે. શિક્ષક દરેક જૂથને પ્રવાસ સંબંધિત શબ્દભંડોળનો યોગ્ય ઉપયોગ કરવા પ્રોત્સાહિત કરશે. તેઓ પોતાના **Role play** માટે **charts** કે **name plates** વગેરે પણ બનાવી શકશે. દરેક જૂથને **Role-play** માટે **5 થી 7 મિનિટ**નો સમય આપશે.

Example: A hospital (doctor, nurse, medicines, illness)

A student: Hello! friends.

I am Dr. Solanki.

This is my hospital.

There is a nurse in my hospital.

I give you medicines and cure your illness.

A post office (post office, postman, letters, letter box, saving account, stamps)

A bank (a bank, a bank manager, a office, a cash window, a bank account form)

A railway station (a railway station, trains, platforms, ticket window, passengers)

SPEAKING

Describe the picture using the words given in the bracket:

(buses, people, clean, a ticket window, a platform)



Present a speech on your visit to a nearby school:

Clues:

- Name of your school
- Name of the school you visited
- What did you do there?
- What did you learn there?
- Your experience of the visit

DO IT YOURSELF

Complete the names of ice cream flavours and colour the ice-creams according to their flavours:



cho __ late



strawbe __ y



va __ lla



oran __



pine a __ le



butt __ scotch



man __



pis _ a



rasp __ rry

6. Unity in Diversity



LISTENING

Recite and enjoy:



Inner Strength

India is big and bright,
Full of colours, full of light,
Festivals with dance and song,
We all join and sing along.



We greet each one with a smile,
Helping others all the while,
Temples shine and bells ring.
Prayers and peace each day bring.



Food is fine and healthy treat,
Chapati, rice and sweets to eat,
Yog and Aasans are our wealth,
They give us inner strength.

Fill in the blanks with words given in the brackets and recite the stanza:

(dal, fruits, provide, apple, Dhyan)

An _____ is fine and healthy treat,
Chapati, _____ and _____ to eat,
Yog and _____ are our wealth,
They _____ us inner strength.

Listen to the story:

An Antique Time Machine



It was the year 4555. Mr. Nilesh Sharma lived in Himachal Pradesh with his grandson, Kiran. He was an inventor. Once, Kiran found a strange machine in his grandfather's laboratory. Dadaji told him that it was a time machine. A scientist invented it. Kiran said, "Dadaji, I want to go back to 2025. Stop the time machine." After many requests of the dear child, Dadaji agreed. Their journey through the time machine started.

Kiran's first stop was a village in Rajasthan. He met a skilled puppeteer there. The puppeteer told him about the ancient art of Kathputli. Kiran was amazed how he used his colourful puppets.



Next, Kiran reached a tribal village in Odisha. He met a talented artist there. She showed him various designs and patterns of tribal painting. Kiran came to know how art connected the people to their heritage.



Then he went to Assam. There he knew about Bihu festival. There were three Bihu festivals namely Bohag Bihu, Magh Bihu and Kati Bihu. He also enjoyed Bihu dance there.

After that Kiran enjoyed a festival in Punjab. There he danced with farmers celebrating the harvest season. He learnt about the joyful traditions of Baisakhi.



Kiran's next adventure took him to Kerala. He met a master dancer there. He saw the difficult steps of Kathakali dance and learnt about masks.



Finally, Kiran visited a desert village in Kutch, Gujarat. There, he met a gifted weaver. She showed him the beautiful patterns and colours of traditional textiles. Kiran saw how every thread was telling a story.

Kiran realized that India's folk culture was a treasure of stories, arts, and traditions. This time machine changed Kiran's life.

Answer the questions:

1. What will you do if you get the time machine?
2. Give a new title to this story.
3. Find out sentences with similar meaning from the story:
 - A weaver explained about weaving traditional clothes.
 - He was surprised to see the use of colourful puppets.
 - Farmers celebrated the season of cutting crops.
 - He found a different machine.
 - Kiran knew about old art culture of puppets.





Complete the table:

State	He met	He saw
Rajasthan	A skilled puppeteer	The art of Kathputli
Gujarat		
Kerala		
Punjab		
Odisha		

READING

Recite and enjoy:

Colourful Culture

India's culture, a treasure so rare,
Rich in traditions, and customs to share,

We honour our elders, with respect and care,
Namaste, a greeting, that shows we truly care,

Our festivals, a gallery of delight,
Colours, music and dance, through day and night,

Our food, a fusion, of spices and love,
Savouring each bite, sent from above!

Do as directed:

1. Find the rhyming words from the poem:

1. rare - _____ 2. night - _____ 3. love - _____

2. We celebrate our festivals with _____.

3. We _____ with respect and care.

4. How do you greet guests at your home? _____.

5. India is rich in _____ and _____.

6. Find the opposite word of 'disrespect': _____.



Read the story:

A Different Light

There was a water-bearer in Sangampur. He had two large pots. He carried the pots on his shoulders with the help of a stick. The pots were set on both the ends of a stick like 'kavad'. He delivered water to his master in those two pots.

One of the pots had a hole in it but the other pot was perfect. At the end of long walk from the river to his master's house, the first pot remained half filled and the other was full.



This continued for two months. The bearer delivered only one and a half pots of water to his master's house. Of course, the perfect pot was happy and proud. But the poor pot was sad because it had a hole.

After two months, one day the first pot told to the water-bearer, "I am ashamed of myself and I want to say sorry to you." The water-bearer asked, "Why? What are you ashamed of?" The pot replied, "For past two months, I delivered less water than the other pot. My water leaks out all the way back to your master's house. You don't get full value for your efforts because of my hole."

The water-bearer felt sorry for the pot. He said to the pot, "Today when we return to the master's house, I want you to notice the beautiful flowers along the path." As they returned, the pot noticed the sun warming the beautiful flowers on its side of the path. It was happy to see the beautiful flowers. But at the end of the path, it still felt bad because it had again leaked out half the water.

The bearer said to the pot, "Did you notice the flowers only on your side of the path? There were no flowers on the other pot's side. I knew about your hole. I planted flower seeds on your side of the path. Everyday while we walked back from the river, the leaked water fell on them. Everyone is important and everything is useful."



Write words that are related to the given words:

Example: flowers: beautiful, yellow, smell, lovely, soft, pretty, bunch, bouquet

1. water : _____
2. pot : _____
3. seeds : _____
4. house : _____
5. village : _____

Answer the questions:

1. Where did the water-bearer live?
2. Why was the other pot happy?
3. What would you do with the first pot if you were the water bearer?
4. Write sources of water.

Write 'Who' said to 'Whom':

Sentence	Who	Whom
1. For past two months, I delivered less water than the other pot.		
2. My water leaks out all the way back to your master's house.		
3. You don't get full value for your efforts because of my hole.		
4. Today when we return to the master's house, I want you to notice the beautiful flowers along the path.		
5. Did you notice the flowers only on your side of the path?		

 **Study the table and answer the questions:**

ENGLISH	GUJARATI	ASSAMESE	TELUGU	PUNJABI	SANSKRIT
Hello!	નમસ્તે! Namaste!	নমস্কার! Namaskar!	నమస్కారం! Namaskaram!	ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ! Sat Sri Akaal!	नमोनमः! Namonamah!
How are you?	તમે કેમ છો? Tame kem chho?	আপুনি কেনে আসে? Aapuni kene aase?	మీరు ఎలా ఉన్నారు? Meeru ela unnaru?	ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ ? Tuhaada kee haal hai?	भवान्/भवती कथम् अस्ति ? Bhavaan /bhavatee katham asti?
I am fine.	હું મજામાં છું. Hu Majama chhu.	মই ভাল আছোঁ। Moi bhaale aasu.	నేను బాగున్నాను. Nenu bagunnanu.	ਮੈਂ ਵਾਢੀਆ ਹਾਂ। Mai wadhiya haan.	अहम् कुशली/कुशलिनी अस्मि। Aham kushli/ kushlinee asmi.
What is your name?	તમારું નામ શું છે? Tamaru nam shu chhe?	আপোনার নাম কি? Aaponaar naam ki?	మీ పేరు ఏమిటి ? Mee peru emiti?	ਤੁਹਾਡਾ ਨਾਂ ਕੀ ਹੈ? Tuhaada naa ki hai?	भवतः/भवत्याः नाम किम् ? Bhavatah /bhavtyaah naama kim?
My name is Lakshmi.	મારું નામ લક્ષ્મી છે. Maru nam Lakshmi chhe.	মোর নাম লক্ষ্মী। Mor naam Lakshmi.	నా పేరు లక్ష్మి. Naa peru Lakshmi.	ਮੇਰਾ ਨਾਂ ਲਕਸ਼ਮੀ ਹੈ। Mera naa Lakshmi hai.	मम नाम लक्ष्मी अस्ति। Mama naama Lakshmi asti.

1. How many languages are given in this table?
2. How can we ask names in Punjabi?
3. Gujarati is a language of _____, the western state of India.
4. How will you ask your friend, “How are you?” in Telugu?
5. Write ‘I am fine’ in Sanskrit.

WRITING

Arrange the incidents of Indian freedom struggle in the ascending order:

YEAR	INCIDENT
1919	Jallianwala Bagh Massacre
1930	Salt March (Dandi March)
1857	First War of Independence
1905	Partition of Bengal
1947	Indian Independence
1942	Quit India Movement
1931	Execution of Bhagat Singh, Rajguru, and Sukhdev
1920	Non-Cooperation Movement

YEAR	INCIDENT
1857	First War of Independence
1947	

Read the report on the celebration of ‘International Yog Day’:

Celebration of ‘International Yog Day’

Date: 21st June, 2025, Saturday


Place: Saraswati Mandir Primary School, Chhota Udepur

Saraswati Mandir Primary School, Chhota Udepur celebrated ‘International Yog Day’ on 21st June, 2025, Saturday with great enthusiasm and spirit. The aim of the event was to create awareness for yog. The theme for this year’s International Yog Day was ‘Yog in daily life.’

The event began at 7 am. The students and teachers gathered on the playground. It was inaugurated by the District Primary Education Officer. He talked about importance and benefits of yog in his speech. Our principal spoke about physical and mental health. A trainer taught us different Asans and Pranayams.

The celebration of International Yog Day was very successful. It inspired us to practise yog daily.

Report Prepared by: Kanubhai Baraiya

 **Here are pieces of a report. Number them in a proper order and rewrite the report in a proper format:**

<p>The programme was a great success. It gave us message to see science around us.</p> <p>Report Prepared by: Amritaben Patel</p>	
---	--

<p>The Block Level Science Fair was organized on 25th February, 2024 on the playground of Sharda Vidyalay, Vadodara. The theme was ‘Science and Environment.’ There were five sections based on the theme. The students of standard 1 to 8 took part in it. The aim of the science fair was to develop students love for science. It provided a platform to present their researches and experiments.</p>	
<p>Date: 25/02/2024 Place: Vadodara</p>	
<p>Our Sarpanch, Mr Muljibhai Vankar was the chief guest. He is a science graduate. He gave an inspiring speech. He spoke about science in our day-to-day life. He inspired the students. Then the students and the teachers of surrounding villages came to visit the science fair. People of our village also saw the science projects. Projects focused on basic scientific principles, such as renewable energy models, water purification techniques, and simple machines, robots, solar-powered devices and waste management systems. The judges visited all the sections of the science fair. They asked questions to the participants and noted marks. The programme was ended by an award ceremony.</p>	
<p>Block Level Science Fair</p>	<p>1</p>

LANGUAGE FUNCTION

Study the sentences:

<ul style="list-style-type: none"> • My father is a farmer. • He goes to the farm. • He enjoys his work. 	<ul style="list-style-type: none"> • I will become a teacher. • I will go to the school. • I will enjoy my work.
--	--



Arrange the words and make meaningful sentences:

1. will/he/chess/play?
2. I/become/will/a teacher.
3. will/make/rangoli/my mother.



4. read/they/a newspaper/will/tomorrow.
5. will buy/next week/she/a new car.

Study the example and prepare your study time table for the next week:

Example: practise: Next week, I will practise mathematics for an hour a day.

1. wake up : _____
2. revise : _____
3. write : _____
4. read : _____

Study the example and prepare your wish list:

- I will fly a plane after ten years.
- I will vote after eight years.
- I will _____
- I will _____
- I will _____
- I will _____



Write three sentences about your dream occupation:

I will become a _____ (soldier/scientist/driver/any other...) _____

VOCABULARY

Arrange the jumbled letters and make meaningful words:

1. cieantn - an 2. lafh - ha 3. tresarue- tr
4. eploxer - ex 5. diffitcui - di 6. soneas - se

Complete the words using a,e,i,o,u:

1. w_ av _ r 2. h _ rv _ st 3. d _ ct _ r
4. m _ st _ r 5. b __ utif _ l 6. h _ r _ t _ g _

Make meaningful sentences using the words:

Example: culture - Our culture is rich.

1. design : _____
2. machine : _____
3. laboratory : _____
4. thread : _____
5. pattern : _____

ACTIVITY

Let's Play - "Who am I?":

શિક્ષક **An Antique Time Machine/ A Different Light** વાર્તાના પાત્રોના નામની ચિટ્ટીઓ બનાવશે. વર્ગને બે જૂથમાં વિભાજિત કરશે. એક જૂથમાંથી એક વિદ્યાર્થી આવશે અને એક ચિટ્ટી ઉપાડશે અને તેમાં લખેલ પાત્રો વિશે વર્ણન કરશે. અન્ય જૂથના સભ્યોને તે પાત્રનું નામ ઓળખવા કહેશે. જો જૂથ **1 minute** માં નામ ઓળખી બતાવે તો તેમને **1 point** મળશે. અન્ય જૂથ પણ આ જ રીતે ચિટ્ટી ઉપાડી, વર્ણન કરી પાત્ર ઓળખવા માટે રમત રમશે. શિક્ષક બધી ચિટ્ટીઓ પૂરી ન થાય ત્યાં સુધી રમત રમાડશે. વર્ગના તમામ વિદ્યાર્થીઓની ભાગીદારી આવશ્યક છે.

SPEAKING

Listen and repeat:

1. A basket
A black basket
A big black basket
A beautiful big black basket
2. Rohan
Rohan and Sohan
Rohan, Sohan and Mohan

Rohan, Sohan and Mohan play.

Rohan, Sohan and Mohan play basketball.

Rohan, Sohan and Mohan play basketball on a playground.

Rohan, Sohan and Mohan play basketball on a big playground.

Rohan, Sohan and Mohan play basketball on a big playground on Monday.

Work in pairs and discuss about the following situations:

1. What will you do if you meet an alien?
2. What will you do if you get wings?

DO IT YOURSELF

Collect information and complete the table:

Sr. No.	Direction	State	Language	Famous Food	Folk Dance/ Song/Art	Sentence
Ex.	West	Gujarat	Gujarati	Rotla, Thepla, Undhiyu, Dhokla	Garba	Garba is the folk dance of Gujarat.
1.	East					
2.	North					
3.	South					

7. Be a Champion

LISTENING

Recite and enjoy:

Teamwork



Teamwork, teamwork,
Together we can make our dream work.

Then we'll share the joy of what we've done,
Teamwork, everyone!

It's fun to shoot the basketball through the hoop,
But if nobody passes then nobody shoots.

And the relay race just can't go on,
If nobody wants to pass the baton.

We're the parts that make up the whole,
And we've got our eyes on a common goal.

Sometimes it can be a big plus,
When a you or a me becomes an us!

- Jan Nigro

List the games mentioned in the poem:

1. _____ 2. _____

Listen to the story:

Major Dhyan Chand, the Hockey Wizard



Dhyan Chand is called the hockey wizard of India. His winning and patriotic spirit are always remembered.

Once he had an interesting meeting with Adolf Hitler. Adolf Hitler was the dictator of Germany during the 1936 Olympics. The hockey final was played between India and Germany. The day was August 15, 1936.

The Germans wanted to win. They even injured Dhyan Chand. He was the Indian team captain. They played so roughly that he lost some of his teeth. But he did not give up. He kept playing bravely. He even changed his fancy shoes. He decided to wear his simple shoes. Amazingly, he fired three quick goals and India won the match. The final score was India 8, Germany 1.



Adolf Hitler was in the stadium but left the match early. He met Dhyan Chand in a gathering of players after the match.

Dhyan Chand talked about this meeting. Hitler said, “You are a great player. But your country doesn’t value you. Come and play for Germany. I will give you a high position in my army also.”

To this, Dhyan Chand replied, “I am an Indian and India is my home. I am happy as a simple soldier among my own people.”

Such was the simple patriot’s love for India!

 **Answer the following questions:**

1. Who said this, “You are a great player.”?
2. Give one word for - ‘someone who loves his/her country and is committed to it’.
3. Find out the meaning of the phrase ‘to give up’ from the dictionary and make a sentence using it.
4. Imagine if you meet Dhyan Chand, what will you ask?
5. Give another title for the story: _____.

Complete the table:

Situation	What will you do?
If you find ten rupees note from your school compound.	
You have not done your homework. Your friend suggests you to tell a lie.	
If you find an injured bird,	
If you lose the game,	

READING

 **Read the passage:**

The Arjuna Award is the highest sports honour in India. It is officially called the *Arjuna Awards for Outstanding Performance in Sports and Games*. It is awarded annually by the Ministry of Youth Affairs and Sports. As of 2020, the award includes a bronze statuette of Arjuna, certificate, ceremonial dress, and a cash prize of ₹ 15 lakh.

List of Arjuna Award Recipients 2023

	Name of Sportsperson	Sport	Gender
1.	Ojas Pravin Deotale	Archery	Male
2.	Aditi Swami	Archery	Female
3.	Murali Sreeshankar	Athletics	Male
4.	Parul Chaudhary	Athletics	Female
5.	Mohammad Hussamuddin	Boxing	Male
6.	R Vaishali	Chess	Female
7.	Mohammed Shami	Cricket	Male
8.	Pawan Kumar	Kabaddi	Male
9.	Ritu Negi	Kabaddi	Female
10.	Nasreen Shaikh	Kho-Kho	Female

1. The Arjuna award honours _____ .
2. What does the Arjuna award include other than the statuette?
3. Which sport received the maximum Arjuna awards in 2023?
4. Have you/your friend received any trophy at your school, block, district, state or national level? If yes, write details.
5. Write the name of another sports award.

Read the story:

Change of Heart

Prabhat was 12 years old. He loved sports but he had one problem. He could not accept defeat. When he lost, he became very sad and angry. He had to win even if he was just playing marbles. He felt so good when he won. He didn't want to give up that feeling. He thought that losing was the worst thing. All his friends and parents knew about this.

Prabhat would take part in a game only when he was sure of winning. Badminton was a sport he was good at. So, he never missed a badminton match. The coach had friendly matches every last Friday of the month. Prabhat waited for these matches eagerly.



One day, a new student joined Prabhat's school. His name was Surya. Surya was also an excellent badminton player. So, very soon Prabhat and Surya were chosen to play a round against each other during a friendly match. Prabhat's friend had to keep the score for their match.

Prabhat prepared for the match very seriously. Surya, on the other hand, was relaxed. He walked about the whole time, smiling and cracking jokes. But on Friday, at the badminton court, he played brilliantly. He won points again and again. Prabhat got scared. He thought he would lose.



He thought of a cunning trick. He signalled his friend to change the score in his favour. when he thought no one was watching. When the match got over, Prabhat's score showed more points than Surya. Surya showed a good spirit and wished Prabhat.

Prabhat became happy. He thought he had tricked everyone. But before the awards ceremony, the principal called him. Tasneemben, his class teacher, had seen his friend changing the scores. She wanted him to realize his mistake so she informed the coach.

The coach disqualified Prabhat from the match. He was suspended from badminton for six months. He realized his mistake. If he had been honest, he could have won another day. Now, he could only watch Surya play.

Match 'A' with 'B':

'A'	'B'	Answer
1. He punished Prabhat.	a. Prabhat	1. c
2. She caught Prabhat cheating during the match.	b. Surya	2. _____
3. He wanted to win at any cost.	c. The coach	3. _____
4. He was relaxed and enjoying his game.	d. Tasneemben	4. _____

Study the time table:

Timetable (Standard 6)								
	Timing	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
	10:35-11:00	PREPARATION						
	11:00-11:20	PRAYER ASSEMBLY						
1	11:20-11:55	Social Science	Social Science	Social Science	Hindi	Hindi	Hindi	
2	11:55-12:30	Social Science	Social Science	Social Science	Hindi	Hindi	Library	
3	12:30-01:05	Science	Science	Science	Maths	Maths	Maths	
	01:05-01:45	Mid-day Meal						Short break
4	01:45-02:20	Science	Science	Science	Maths	Maths	Sarvangi Shikshan	
5	02:20-02:55	Gujarati	Gujarati	English	English	English	Sarvangi Shikshan	
6	02:55-03:30	Gujarati	Gujarati	English	English	English	Mid-day Meal	
	03:30-03:45	Short Break						
7	03:45-04:20	Maths	Vedic Maths	Sarvangi Shikshan	Sanskrit	Gujarati		
8	04:20-05:00	Maths	Sarvangi Shikshan	Sarvangi Shikshan	Sanskrit	Gujarati		



Answer the following questions:

1. The _____ begins at 11:00 every day.

2. When is Maths class on Thursday?

3. The recess is from _____ to _____.

4. Do the students study Gujarati on Wednesdays?

WRITING

Read the details about Dhyan Chand and complete the given grid using details of one of your family members:

Name: Major Dhyan Chand		
Birth	1905	Dhyan Chand was born.
Education	1921	Dhyan Chand received basic education till the age of 16.
Profession	1922	Dhyan Chand joined the army.
Achievements	1928, 1932, 1936	The Indian hockey team won the Olympic gold three times when Dhyan Chand was in it.
Retirement	1948	Dhyan Chand retired from first class hockey.
Family member's name:		
Birth		
Education		
Profession		
Achievements		
Add one more		



Here is a story. Three students have made its summary. Which one is the best summary? Rewrite the most appropriate summary:

Once upon a time, there was an ant in a jungle. She was hardworking. She worked whole summer to collect food. She knew that in cold winter there will be no food. She worked hard from morning to evening. She carried heavy grains of wheat, one by one, to her house.

In the same jungle, there lived a grasshopper. He was very careless. In summer days he passed time in singing and dancing. He saw the ant working hard and laughed at her. He said to the ant, “Why do you work so hard, dear ant? There’s plenty of food around. Come, sing and dance with me!” The ant replied, “I am preparing for the winter. What will you do in winter? You should also collect food for winter.” The grasshopper said, “There is a lot of time before winter arrives. Don’t worry about the future. Live in the present.”

Time passed. Winter arrived. The days grew shorter and colder. There were less leaves and less fruits. There was less food. The grasshopper was now cold and hungry. He did not have anything to eat. He realized his mistake. But it was too late.

The grasshopper went to the ant. He requested, “Dear ant, please share some of your food with me. I am cold and hungry. I did not prepare for the winter.”

The ant was comfortable in her house. She had enough food. She was very kind. She said, “I worked hard all summer to prepare for the winter but you sang and danced.”

It is important to help others so she shared some food. The grasshopper thanked her.

The grasshopper understood the importance of hard work. He learned the lesson. In the next summer, he worked hard.

નીચેના મુદ્દાઓ પર ચર્ચા કરીને શિક્ષક વિદ્યાર્થીઓને શ્રેષ્ઠ **Summary** નક્કી કરવા માટે મદદ કરશે.

- **Summary** પોતાના શબ્દોમાં લખી છે? વાર્તામાંથી વાક્યો સીધા મૂક્યા છે?
- **Summary** ટૂંકમાં લખી છે કે બહુ લાંબી છે?
- વાર્તાના બધા મુદ્દા આવરી લીધા છે કે કોઈ મુદ્દા છુટી ગયા છે?

Once upon a time, there was an ant in a jungle. She was hardworking. She worked all summer to collect food. She knew that in cold winter there would be no food. She worked hard from morning to evening. In the same jungle, there lived a grasshopper. He was very careless. In summer days he passed time in singing and dancing. He saw the ant working hard and laughed at her. Winter arrived. The days grew shorter and colder. There was less food. The grasshopper was now cold and hungry. He did not have anything to eat. The grasshopper went to the ant for help. She was very kind. She said, "I worked hard all summer to prepare for the winter but you sang and danced." She shared some food. The grasshopper thanked her. The grasshopper understood the importance of hard work. He learned the lesson. In the next summer, he worked hard.

A

A hardworking ant spent her summer collecting food in a jungle. A careless grasshopper spent his time singing and dancing. The ant advised him but he didn't follow it. When winter arrived, the grasshopper was cold and hungry. He asked for the ant's help. The ant helped him. The grasshopper was thankful. He also changed himself and worked in the next summer.

B

There was an ant. There was a grasshopper. The ant was hard working and the grasshopper was lazy. There was no food at grasshopper's home. He was hungry. So he went to the ant's house. Ant helped him. The grasshopper ate it. He was happy.

C

The best summary is Summary _____. Why is Summary _____ the best?
Discuss:



Write a paragraph about Ranjitsinhji, the famous cricketer. You can also use the following data:

Full Name	K. S. Ranjitsinhji
Nick Name	Ranji
Birth	10 th September 1872
Sports	Cricket
Main Role	Batsman
Batting Style	Right-handed
Top Score in First class cricket	285
Highest score in Test Match	175
Interesting facts	He is known for a shot called leg glance. <i>Ranji Trophy</i> is named in his honour.



LANGUAGE FUNCTION

Find the words from the grid and make pairs below:

(made, did, swam, had, got up, drew, saw, studied, gave)

s	i	g	o	t	u	p	s
t	p	a	s	a	s	a	w
u	q	v	a	d	i	d	a
d	g	e	t	k	p	n	m
i	d	r	e	w	e	n	h
e	m	a	d	e	j	m	a
d	I	e	a	r	n	t	d

Example: **make** - **made**

- | | |
|-------------------|------------------|
| 1. give - _____ | 2. do - _____ |
| 3. swim - _____ | 4. have - _____ |
| 5. get up - _____ | 6. draw - _____ |
| 7. see - _____ | 8. study - _____ |

Study the example and write what Sneha did yesterday:

Sneha's Yesterday

<p>Example: Sneha got up early in the morning yesterday. (get up)</p>
1. She _____ exercise last morning. (did, done)
2. She _____ healthy breakfast. (has, had)
3. She _____ to school. (went, go)
4. She _____ a picture. (draw, drew)
5. She _____ her homework, (did, do)



Choose the most appropriate options from the bracket and complete the dialogue:

(Did you see, clicked, visited, enjoyed, saw, did not see)

Rahul : What did you do yesterday?

Ravi : I _____ the zoo with my family.

Rahul : That sounds fun! _____ any lions?

Ravi : No, I _____ any lion but I _____ elephants. I _____ many photos.

Rahul : Great! Did you enjoy the visit?

Ravi : Of course, I _____ a lot. It was a great fun.



Read the passage, classify and write the sentences:

Akshay is studying for his exam. He studied hard last night. But he doesn't feel prepared. His friends are helping him now. They are explaining the concepts clearly. They helped him yesterday too. He has understood the material better. He is confident now. He took a practice test last week. He is reviewing his notes again. He made many mistakes in the last exam. He learnt a lot from his mistakes.

Before

He studied hard last night.

Now

He is studying for his exam.



Read the passage and rewrite it as directed:

Ziya **celebrates** World Environment Day. An environment rally **passes** through her city. An article of the celebration **is** also published in the newspaper. Her school **organizes** a clean-up drive to collect waste from the local park. Her school principal **delivers** a speech about the importance of protecting the environment. She **pledges** to reduce the carbon footprint.

(organized, was, celebrated, delivered, pledged, passed)

Start like this -

Ziya celebrated World Environment Day...



VOCABULARY

Find the words from the grid:

(Cricket, Football, Golf, Kabaddi, Tennis, Kho-Kho, Race, Langdi, Archery)

c	i	g	k	h	o	k	h	o
r	f	o	o	t	b	a	l	l
i	g	l	a	n	g	d	i	p
c	o	f	r	a	c	e	t	n
k	a	b	a	d	d	i	k	g
e	t	e	n	n	i	s	x	a
t	a	r	c	h	e	r	y	l

Circle the correct spellings:

1. patriotic petriotic patriotik patriotick
2. qiuck queck quick quike
3. contry country cuountry cauntry
4. badminton bedmintan bedminton badmintan
5. kracking craking crecking cracking

Classify the words according to the mentioned sports:

(racket, court, hockey-stick, goal, bow, moves, queen, arrow)

Badminton	Archery	Chess	Hockey

ACTIVITY

Let's play - Identify me:

શિક્ષક વર્ગને બે જૂથમાં વિભાજિત કરશે. દરેક જૂથમાંથી એક વિદ્યાર્થી આગળ આવશે અને વર્ગ સમક્ષ તેમની મનપસંદ રમતની **action** કરશે. અન્ય જૂથ ક્રિયાનું અને રમતનું અનુમાન લગાવશે. જે જૂથ સાચી રમત ઓળખશે તે જૂથને **1 point** મળશે. શિક્ષક વિદ્યાર્થીઓને શક્ય તેટલી વધુ રમતો વિશે વિચારવા અને અલગ-અલગ ક્રિયાઓની **action** કરવા પ્રોત્સાહિત કરશે.

SPEAKING

Describe the picture:

(Gilli danda, Langdi, Kabaddi)

This is a picture of



Read the dialogue. Make pairs and enact it:

Swapnil: I like Kho-Kho very much. Do you like it?

Kiyan: No, I don't. But I like Kabaddi very much. Why do you like Kho kho?

Swapnil: Kho-Kho makes our body very flexible and quick.

Kiyan: Yes. Kabaddi also makes our body very strong and mind alert.

Swapnil: All games make us healthy and strong.

Kiyan: Hmm! It's fun playing games.

DO IT YOURSELF

Make a list of games played in your school. Make a chart displaying information about anyone of these games:

(Include: Who plays this game? Where is it played? Is it a team sport? How did this sport begin? Famous sports persons)

8. I am Capable

LISTENING



Recite and enjoy:

My Will



A body different, a soul so bright,
A unique perspective, a shining light.
Don't let limitations, define their way,
For abilities shine, with a loud say.



With wheels or walkers, they take their stand,
Their strength and courage, inspire the land.
Their voices whisper, or loudly proclaim,
“I am capable, I am not tamed.”



Listen to your teacher and repeat the words given below:

different

perspective

unique

strength

limitations

courage

capable

Underline the rhyming words, write them and add one more:

1. _____, _____, _____
2. _____, _____, _____
3. _____, _____, _____

Listen to the story:

Yes, We Can

Veena and Shalu are good friends. There is a sports rally in their school next month. They are excited to take part in it. Veena is a good badminton player while Shalu is good at racing. Shalu is a bit upset because she has a leg injury. She is not sure about taking part in the race.



Veena : Why are you upset?

Shalu : Veena, I want to participate in the sports rally. But I am not sure if I will be able to do it. Look at my leg. It is all injured! What shall I do?

Veena : Dear friend, don't be upset. Have you not heard the name of Arunima Sinha, the famous mountaineer?

Shalu : No, I haven't. Who is she?

Veena : She was a national level volleyball player. She was pushed out from a running train by some robbers. She was so badly injured that one of her legs was cut off.

Shalu : Oh my God! That's terrible!

Veena : It's true and still, she climbed the world's highest peaks and made us proud.

Shalu : Wonderful! That's the spirit.

Veena : Not only she, but Bharat Kumar (a para swimmer), Sudha Chandran (a Bharatnatyam dancer) also became famous in their fields in spite of their disabilities.

Shalu : They are really very courageous and confident people.

Veena : Yes, they inspire us. You are also good at sports. I know you can do it!

Shalu : You are right. Now, I will participate and do my best.

Veena : That's like my good friend. We all have some special qualities. We should have faith in ourselves.

Shalu : Definitely! I will work hard to give my best.

Veena : That's why our coach always says, "Always say I can, never say I can't."



Choose the most appropriate options:

1. Who was injured?

- a. Veena
- b. Shalu
- c. None of the above

2. Who became a famous mountaineer?

- a. Sudha Chandran
- b. Bharat Kumar
- c. Arunima Sinha





3. What can make us successful? □
- a. courage and confidence
- b. support
- c. wealth
4. If you get less marks in the exam, what will you do? □
- a. I will feel ashamed of it
- b. I won't tell anyone
- c. I will work hard






Listen to your teacher and repeat:

1. Why are you upset? 2. What will I do? 3. Who is she?
4. That's terrible! 5. Oh my God! 6. Definitely!

READING

Read the paragraphs and match with the most appropriate pictures:

A	B	Answer
<p>1. This story is about an eleven year old girl named Ritika. She lived with her parents and grandparents in a village called Shaktinagar.</p> <p>Ritika was a very kind hearted girl. She cared and helped everyone around her, especially the old people of the village.</p>	<p>a.</p> 	<p>1. _____</p>
<p>2. Every morning, helping the old ladies to fill water from the well was Ritika's favourite task.</p>	<p>b.</p> 	<p>2. _____</p>

<p>3. She also helped them to do the daily household tasks like carrying groceries and vegetables.</p>	<p>c. </p>	<p>3. _____</p>
<p>4. In school too Ritika was very caring towards all, especially, her best friend Reema.</p>	<p>d. </p>	<p>4. _____</p>
<p>5. At home, Ritika would have a good time playing games with her grandfather. Playing indoor games was her grandfather's favourite pastime.</p>	<p>e. </p>	<p>5. _____</p>
<p>6. Every evening she would read out newspaper to the village people so that they would be aware of the latest happenings in our country.</p>	<p>f. </p>	<p>6. _____</p>
<p>7. She always remembered to give medicines to her sick grandmother, who was in bed. Along with all the tasks, she was even good at studies.</p>	<p>g. </p>	<p>7. _____</p>
<p>All the villagers were proud of Ritika and they all loved her because of her loving and caring nature.</p>		

 **Answer the questions:**

1. How can you say that Ritika is a good girl?
2. Do you help the needy people?
3. How can you help your classmate who does not have notebooks?
4. Write two good things about one of your best friends.
5. Do you help your mother with the housework?

 **Read the passage and answer the questions:**

Look up at the Stars

Stephen Hawking was a famous scientist and physicist. As a child, Hawking loved playing with model trains. In his teenage, he built toy airplanes, boats, a war game and so on. In his autobiography, he has written that in school, he was an average student with poor handwriting. Yet, his classmates already gave him a nickname: Einstein. While in school, He would discuss about the origin of the universe.

After Hawking's twenty-first birthday, he was diagnosed with a rare disease. Doctors said he would not live very long. Hawking proved them wrong, as he lived for several more years. He had to use a wheelchair and a special machine to communicate. However, that did not stop him from becoming an internationally famous scientist. He wrote several books like *A Brief History of Time* and children's titles like *George's Secret Key to the Universe* (written with his daughter Lucy). He won awards, degrees and delivered lectures in different parts of the world.

“Remember to look up at the stars and not down at your feet,” Hawking once said. “Never give up work. Work gives you meaning and purpose and life is empty without it.”

Through his work and words, Stephen Hawking inspires us forever.

1. Describe Stephen's childhood.
2. At what age was Stephen diagnosed with a rare disease?
3. Name the toys you make yourself.
4. What do you discuss with your friends?
5. Do you know any 'Divyang' person? Write a special thing about him/her.
6. Find similar words from the text. 1. Popular, 2. False

 Study the given poster and answer the questions:

Let's Play Together...



Don't miss!!!

Para Archery

Para Athletics

Para Badminton

Blind Football

Para Cycling

Para Swimming

Para Judo

Para Table Tennis

Shooting Para Sport

Sitting Volleyball

1. What is the poster about?
2. Which games will be there in the Paralympics?
3. Find and write Five names of paralympic winners.
4. Would you like to add any other games in the Paralympics? Write names.
5. Ask your teacher about the Paralympics and write two-three sentences about any player.

WRITING

Read the story of Ritika again and give it another suitable title. You can choose from the given options or create your own:

1. Ritika-A Helping Hands to the Helpless
2. Loving Ritika, Caring Ritika
3. Ritika, the Girl that Cares
4. _____



Read the passage ‘LOOK UP AT THE STARS’ (about Stephen Hawking). Give title to the passage:

1. Give a suitable title to every paragraph of the passage:

Title: _____

Musical instruments can be categorized into four main types: string instruments, wind instruments, percussion instruments and electronic instruments. Electronic instruments can produce sound of all other categories. Let us understand the other types in detail.

Title: _____

String instruments in Indian music produce sound through vibrating strings which can be plucked, bowed, or struck. The examples are the sitar, the veena, the sarod etc. These instruments are integral to both North and South Indian classical music. The pitch is determined by the length, tension, and thickness of the string.

Title: _____



Wind instruments create sound when air is blown into them. Some well-known Indian wind instruments are the bansuri, the shehnai etc. Some wind instruments are made of wood while the others are made of brass. The pitch is controlled by the length of the air column inside the instrument.

Title: _____

Percussion instruments are used to keep rhythm in music. They produce sound when struck. This includes the tabla, the mridang, the dholak etc. These instruments play a crucial role in rhythm sections of various music styles, providing the backbone of the beat and adding texture and dynamics to the music.

LANGUAGE FUNCTION

Study the details and complete the table:

	Is Radha typing an e-mail?	No	No, she is not.
	Is Neha preparing food?	Yes	Yes, she is.



	Are the students doing homework?		Yes, they are.
	Is John playing hockey?		No, he is not.
	Is Muskan buying vegetables?	No	
	Is Ali driving a red car?	Yes	
		Yes	Yes, they are.
		No	No, he is not.

Read the dialogue. Make pairs and enact it:

Anant : Hi! Mustak, are you going to the library?

Mustak : Yes, I am going to the library. Do you want to join me?

Anant : Yes, I want to join you. But will we return before 7 pm.?

Mustak : Of course, we will return before 7 pm. Let's go.

Anant : Ok. (They are walking) Did you read today's newspaper?

Mustak : No, I did not read it. Let's go and read it there.

 **Study the pictures and answer the questions:**

Examples: Is he playing on a guitar?

Yes, he is playing on a guitar.

Are the players playing badminton?

No, they are not. They are playing chess.





1. Is he sitting on a sofa?



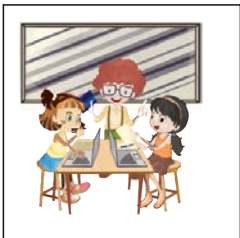
2. Is she reading a book?



3. Are the passengers travelling by a train?



4. Is she a nurse?



5. Are they doing exercise on the ground?

Read, enact and complete the table:

Riya : Dad, who will come to my birthday party?

Mr. Rana: Our family and friends. What do you want for the party?

Riya : I want balloons and games. Where should we set up them?

Mr. Rana: We'll set up in the living room.

Riya : When will the party start?

Mr. Rana: It will start at 4 pm. How many balloons do you want?

Riya : Hmmm, I want twenty-five balloons.

Questions	Answers
Who will come to Riya's birthday party?	Riya's family and her friends.

Fill in the blanks using the most appropriate options:

- _____ is cutting vegetables for curry? (When/Who)
- _____ fingers do you have? (How many/Where)
- _____ is your school bag? (Who/Where)
- _____ do you go to school? (When/What)
- _____ are you going to read tomorrow? (What/How many)

 **Study the pictures and answer the questions:**

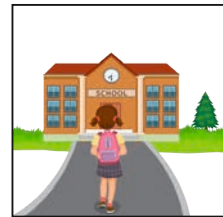
Examples: Who is he?

He is Dr. Ankit.



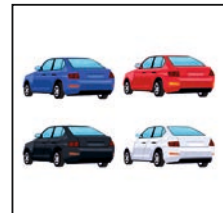
1. What is the occupation of Mr. Imran?

2. Where is Julie going?



3. When does Sheetal take dinner?

4. How many cars are there?



Find and write the most appropriate action words for the pictures:

- a. stay
 - b. come
 - c. hug
 - d. touch



- a. wear
 - b. cook
 - c. come
 - d. drink



3. a. wash
b. sell
c. read
d. paint



4. a. do
b. come
c. read
d. keep



5. a. ride
b. shine
c. play
d. work



Circle the odd one:

- | | | | |
|-----------|------------|---------|--------|
| 1. nurse | party | dentist | farmer |
| 2. cook | prepare | take | table |
| 3. mother | father | rabbit | child |
| 4. small | large | tall | man |
| 5. carpet | dishwasher | lamp | zoo |



Match the parts of the words and write them down:

A	B	A	B
living	robe	down	machine
bath	room	dish	cloth
arm	room	wash	stairs
bed	board	washing	washer
cup	room	table	basin
ward	chair	up	stairs

ACTIVITY

Let's Play - The Fixed Answer Game:

શિક્ષક વર્ગમાંથી એક વિદ્યાર્થીને વર્ગ સમક્ષ બોલાવી કોઈ એક શબ્દ ધારવા કહેશે. વર્ગના વિદ્યાર્થીઓ નીચે મુજબનાં પ્રશ્નો પૂછશે. વિદ્યાર્થી પોતે ધારેલા શબ્દને જ જવાબ તરીકે બોલશે.

Class : What is your name?

Student : An apple (ધારેલ શબ્દ)

Class : Who is your class teacher?

Student : An apple.

આ રીતે શિક્ષક પ્રશ્નમાં વિવિધતા લાવવા અને વર્ગના તમામ વિદ્યાર્થીઓને પ્રશ્ન પૂછવા પ્રોત્સાહિત કરશે.

SPEAKING

Study the picture and answer the questions:

(શિક્ષક પોતાના વર્ગના વિદ્યાર્થીઓને બે ભાગમાં વિભાજિત કરશે. A ગ્રૂપ પહેલું ચિત્ર બતાવીને પ્રશ્નો પૂછશે અને ગ્રૂપ B જવાબ આપશે. ત્યારબાદ B ગ્રૂપ બીજું ચિત્ર બતાવીને પ્રશ્નો પૂછશે અને A ગ્રૂપ જવાબ આપશે. આમ, ચિત્રમાં દર્શાવેલ ગ્રૂપ મુજબ વારાફરતી પ્રશ્નો પૂછશે.)

Example:

1. How many children are there in the picture?
2. What are they doing?
3. Who is riding a bicycle?
4. What are Sonal and Pinky doing?
5. Is Ravi flying a kite?

For teacher



Group - A



Group - B



Speak the following sentences as fast as you can:

1. She sells seashells by the seashore.
2. I scream, you scream, we all scream for ice cream.
3. I saw the sun shining in the sky.
4. Red bus, blue bus.
5. Thin sticks, thick bricks.
6. She sees cheese.
7. Truly rural.
8. Riya makes round roti.
9. Tina takes two toys.
10. Monu meets Mina on Monday.

DO IT YOURSELF

 **Make a list of things you can do:**

Example:

1. I can write fast.
2. I can speak Urdu.
3. I can play Chess.

9. Techno-Tour

LISTENING



Recite and enjoy:

A Brighter Age



Technology's touch, a world apart,
Connects us all, with a gentle start.

Information flows, like a river wide,
Knowledge and progress, side by side.

With every click, a door opens wide,
To new discoveries, and a world inside.

Communication's ease, a bridge so fine,
Global connections, all the time.



Innovation's spark, a fire so bright,
Solves problems, and makes life light.

Health and education, a better way,
Technology's gift, every single day.



So let's embrace, this digital age,
And harness its power, for a brighter stage.

Find the words from the poem with following sounds:

1. (प) power, _____
2. (ग) gift, _____
3. (ब) bright, _____
4. (स) solve, _____

Listen to the story:

Shivanshi's New Friend

Shivanshi was travelling with her parents by a train. She was just 6 years old. She had a toy train with her. Her father had gifted it on her birthday. It was an antique toy. Actually it was a model of a real train. She loved it. It looked like a real train. Later her parents fell asleep, but she kept playing with it. She was sleepy and by mistake broke that toy.



She was about to cry but lo and behold! The toy repaired itself, Shivanshi got scared. Suddenly the toy spoke up, “I am not a toy. Actually I am the first model of the train. I was created many years ago.”

Now Shivanshi enjoyed the conversation. She said, “Wow! That’s interesting. I am Shivanshi. Now it’s your turn, introduce yourself.” The train replied, “Ok, let me tell you about my journey from 1853 in India.”

Shivanshi : Oh my God! So, you are more than 171 years old.

Train : Yes, I am.

Shivanshi : How did your journey start in 1853?

Train : I first started as a passenger train between Bombay and Thane on 16th April 1853. I had a steam engine. I looked new and attractive. Everybody liked me.



Shivanshi : Then, why do you look so different now?

Train : Of course! I look different now. Did you look the same last year?

Shivanshi : No, last year I was in Balvatika. I am bigger now.

Train : That’s the point. I also change as the time passes.

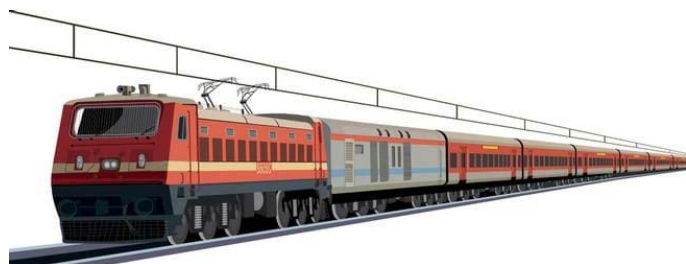
Shivanshi : Exciting! Can you tell me more?

Train : Sure. There are many things to know about me. You will be surprised to hear.

Shivanshi : Interesting! Please tell me.

Train : You know the first air-conditioned train ran between Howrah and New Delhi.

Shivanshi : Great! What about the Rajdhani Express? We travelled by Rajdhani last month.



Train : Let me think... Of course, the first Rajdhani Express was flagged off from New Delhi to Howrah in March 1969. It connected Delhi to major cities. It also reduced the travel time of many passengers.

Shivanshi : That's amazing! What about other trains?

Train : Ok. In 1988 the first Shatabdi Express started between New Delhi and Jhansi. It was a game-changer. It was India's high-speed train.

Shivanshi : And what about this train?

The Train : You mean Vande Bharat?

Shivanshi : Yes.... Vande Bharat.



The Train : My Vande Bharat version was introduced in 2019. This is the fastest train in India.

Shivanshi : Why are all the trains not clean?

The Train : Many workers clean them but all the passengers don't follow rules. They don't use dustbins and throw rubbish here and there. I don't like it.

Shivanshi : Don't be sad, dear friend. I will ask them to use dustbins.

The Train : (Smiling) So nice of you!

Shivanshi : You're welcome my friend. See, my mother is awake now. Let me introduce you to my parents.

The Train : No, No.... I will talk to you only. Not anyone else. Only you can know that I talk.

Shivanshi : Why so?

The Train : You are very special to me and my best friend now.

Shivanshi : Yes, that's true. My papa also says so. I am special.

The Train : Yes, you are.

Write who speaks the following sentences:

1. That's the point. I also change as the time passes. _____
2. Don't be sad, dear friend. I will ask them to use dustbins. _____
3. Yes.... Vande Bharat. _____
4. Why are all the trains not clean? _____
5. You are very special to me and my best friend. _____



Imagine and write a dialogue between you and the train. Enact it:

You : _____
Train : _____
You : _____
Train : _____
You : _____
Train : _____
You : _____
Train : _____

READING

Read the story:

A Teacher's Magic

Dharampur was a village near a big river. In that village, there was a school. Shardaben was a teacher there. She was very kind. She taught with love and care. She made learning fun for her students. One day, the school principal, Rajnibhai, introduced a robot as a teacher named Shiny. It said, "I am the best teacher. I know all the answers."

The students were curious, "Can a robot teach us better than Shardaben?"

Shardaben was worried, "Will I be replaced?"

The principal announced, "Let's have a competition! Shardaben and Shiny will teach the same lesson. The students will decide who the better teacher is." The competition began. Shiny flashed colourful slides and spoke in a robotic voice. Shardaben told stories, sang songs and made the students laugh.

After the lesson, the students voted. To everyone's surprise, they all had chosen... Shardaben!

"Why?" asked the principal.

"Shardaben taught us with love and made learning fun!" said the students. "Shiny was boring and didn't understand our questions!" The principal smiled, "Shardaben, you may not have all the answers, but you have something the robot doesn't have - **a heart!**"

Shardaben and Shiny became friends and worked together. The students learnt that technology is helpful, but a teacher's love and care make learning truly magical!

 **Answer the questions:**

1. What was unique about the new teacher?
2. Who organized the competition?
3. Why did the students select Shardaben?
4. Would you like robot as a teacher? Why?
5. Complete the table:

Shiny can	Shardaben can
answer any question.	make learning fun and easy

6. Write the incident of the story that you like the most.
7. Would you like to learn only through online mode/classes? Why?

Read the incidents:

Edison's Eggs

Thomas Alva Edison was a great scientist. We know about his inventions but perhaps we do not know much about his childhood. This incident is about his childhood. One day little Thomas asked his mother, "Mum, where do chicks come from?" His mother replied, "Well, they come from eggs. The mother hen sits on the eggs to hatch them. The chicks develop inside the eggs. They then break the shells to come out."

The next day Thomas disappeared from the house for many hours. His father looked for him all around. At last he found Thomas in the backyard. "What are you doing here, Tom?" he said. Thomas said, "I am sitting on these eggs, father. I am trying to hatch them." His father laughed.

Young Thomas began to go to a small school in Ohio, USA. He was full of curiosity. He wanted to know about many things. He liked to ask questions. In fact that is the right way to learn things, but Thomas' teachers did not like it. They said, "This boy is not a good pupil. He is always asking questions."



One day Edison heard this remark. He was sorry to hear it. He got upset. He took his hat and coat and went home. He was eager to study, but now he did not want to go to that school again. Mrs. Edison was anxious to educate her son. The next day she went to see the headmaster of the school, “Your teachers say, Thomas is not a good pupil. Is that right?” she asked. “Yes, he always likes to ask questions.” replied the headmaster. “Look, I am also a teacher.” Mrs. Edison said. “I know my son well. He is eager to know about many things, so he asks questions. Perhaps your teachers don’t understand this. Anyway, he won’t come to your school again. I will teach him at home. I will try to satisfy his curiosity.”



After this incident, Thomas never went to the school. His mother taught him at home. She encouraged him to ask questions. She also encouraged him to find answers. She inspired him to read many books. Young Thomas began to take interest in many subjects. A book on chemistry inspired him to conduct experiments. How old was he then? Can you guess? He was only twelve!

Find and underline the sentences from Edison’s Eggs similar in meaning:

1. He was interested in understanding a lot of things.
2. Alva Edison’s father searched him everywhere.
3. Mrs. Edison supported Alva Edison in asking questions.
4. Alva Edison’s mother will make efforts to take care of her son’s desire to know.

Make meaningful sentences using the following words:

1. school - _____
2. curiosity - _____
3. disappear - _____
4. backyard - _____
5. scientist - _____



Study the cheque given below and answer the questions:

शेअर बीस ऑफ इंडिया Central Bank of India		JAM KHAMBHALIA BRANCH (00582), GUJRAT - 361305 बचत/पारित शाखा (00582) . गुजरात - 361305 IFSC: CBIN0280582		रसी शाखाओं पर देय / PAYABLE AT ALL BRANCHES	
22-12-2019 22-12-2019 वैधता के लिए कृपया चेक को तुरंत ही प्रयोग करें। वैधता के लिए कृपया चेक को तुरंत ही प्रयोग करें।		PAY Shivlal Nandaniya		2 5 0 9 2 0 2 4 D D M M Y Y Y Y	
रुपये RUPEES		Eleven Thousand only		या धारक को OR BEARER	
		अदा करें ₹ 11,000/=			
खास A/c No. XXXXXXXXXX				abc abc abc कृपया हस्ताक्षर ऊपर करें / Please sign above	
⑈XXXXXXXX⑈ 36 10 1605 ⑈ 004960⑈ 3 1					

1. Who will pay money to Shivlal Nandaniya?
2. What is the amount?
3. Which bank is mentioned in the given cheque?
4. What is the IFSC of the bank?
5. The cheque number is _____.
6. The cheque is written on 25th September 2024. True or false?

WRITING



Rewrite this letter in your notebook in good handwriting:

August 12, 2024

Dear Vikas,

I hope you will be fit and fine. I know that you're doing well in your studies. We are proud of you. How clever and hardworking you are!

Study is important. Health is also very important. If you are not healthy, you will not be able to enjoy your achievements. Do not skip meals. Do not stay up late. Do not ignore exercise. Have a balanced diet. Get enough rest and sleep. These all will positively affect your result also.

Convey my regards to your parents.

With lots of love,

Kamlesh



 Here are pieces of a letter. Arrange the following pieces in appropriate sequence. Give it sequence number and rewrite it in a proper format:

I know city life is busy. I have heard the news that your city is very hot in this month. That's why I am writing to invite you to spend your vacation with me in my village. I believe you would really like the peace and simplicity of village life. It is such a different experience from the city. Imagine waking up to the sounds of birds singing, enjoying fresh air and greenery all around.	
May 3, 2024 Dear Nilu,	1
Take care and I hope to see you soon. Vidhi	
I hope you'll accept this invitation. It will be a big change. I am sure you will love it. Convey my regards to your parents.	
How are you? I hope everything is fine there.	

Fill in the blanks with appropriate phrases given in the box and complete the letter:

- because of a family function
- standard 6 A in your school
- cover up the missed lessons
- her leave for three days

17/08/2024

To,
The Principal,
Saraswati Mandir Primary School,
Maninagar

Subject: Leave Application

Respected Sir,

My daughter, Kavya studies in _____. I am writing to inform you that she will not be able to attend school from 20/08/2024 to 22/08/2024 _____.

I request you to grant _____ . I assure you that the she will _____ .

Thank you for your understanding and cooperation.

Yours sincerely,
Kartikbhai Patel

LANGUAGE FUNCTION

Fill in the blanks using the most appropriate options:

On Monday Hari woke up early and went out. It was a beautiful morning. _____ **(He/She)** started walking in the park. It was a big park. He saw Mohan and Sohan there. _____ **(They/them)** were _____ **(her/his)** friends. They enjoyed morning walk there. They finished their walk and came to Hari's home. Maheshbhai, Hari's uncle brought orange juice for _____ **(her/them)**.

After enjoying the juice, they studied together. Mohan asked Hari, "Do _____ **(you/they)** clean _____ **(their/your)** room by _____ **(yourself/herself)**?" Hari replied, "Yes of course, _____ **(he/I)** do." Even my sister helps _____ **(him/me)** in cleaning it. Actually every Sunday, _____ **(they/we)** clean _____ **(our/your)** rooms by helping each other. Sohan and Mohan praised Hari.

Complete the dialogue with the options given in the bracket:

(Where do you live; Thank you, sir; When did you come here; how did you move away from them; What's your name)

A young girl named Rehana lost in the fair. A kind policeman helps her to reach her parents.

Policeman : _____ ?

Rehana : I'm Rehana. I'm lost.

Policeman : _____ to the fair?

Rehana : At five in the evening.

Policeman : Who was with you?

Rehana : My parents.
 Policeman : _____ ?
 Rehana : I wanted to see those toys. So, I ran to that corner.
 Policeman : _____ ?
 Rehana : In Azadnagar.
 Policeman : Come along, I'll take you there.
 Rehana : _____.

 **Classify sentences in the given table:**

He roars like a lion. The room is as cold as ice. They swim like a fish. Shabana sings like a cuckoo. They have eyes like a hawk. Amrita is as busy as bee. Laxmi is as sweet as sugar. Rahim runs like a horse. It is as black as coal. He jumps like a frog. Ruby runs as fast as wind. Iqbal works as fast as robot.

As as	Like a
Example: • The room is as cold as ice	• He roars like a lion.

 **Arrange the words and make meaningful sentences:**

1. as fast as/friend/is/a horse/my.
2. a fish/she/like/swims.
3. he/honey/as sweetly as/ talks.
4. a lion/is/as brave as/ Jitesh.
5. a mother/like/she/is.

 **Use the words given in the table and make meaningful sentences:**

as	lion	elephant	he	big	are
horse	white	swan	she	runs	is
like	busy	brave	they	monkey	jumps
a	an	bee	you	wind	as

Example: She is as brave as a lion.

VOCABULARY

Read the across and down keys and solve the puzzle:

		1. f				2. q					
								3. c			
					1. t						
2. t											
				3. f							
4. e											

Across →

1. She/He teaches you subjects as well as values. (7)
2. You can travel by it. (5)
3. It is a word for enjoyment. (3)
4. It is an opposite word of hard.(4)

Down ↓

1. It is an opposite word of slow. (4)
2. It is an opposite word of answers. (9)
3. Young ones of a hen are called. (6)

Unscramble the letters and make meaningful words:

- | | |
|----------------------------|----------------------------|
| 1. tiscnets : <u>sci</u> | 5. hctuo : <u>to</u> |
| 2. forcmoabtle: <u>com</u> | 6. plsceia : <u>sp</u> |
| 3. oelv : <u>l</u> | 7. ssapnegres : <u>pas</u> |
| 4. tcheyoonlg : <u>tec</u> | 8. sinneskd : <u>kin</u> |

Find and write meanings of the following words from the dictionary/glossary:

1. complaint : _____
2. disease : _____
3. experiments : _____
4. cleanliness : _____
5. technology: _____
6. magical : _____
7. milestone: _____
8. curiosity : _____

ACTIVITY

Let' Play - A Board Race:

શિક્ષક વિદ્યાર્થીઓને 'A Board Race' રમત રમાડશે. વિદ્યાર્થીઓના બે જૂથ પાડીને **blackboard** સામે ઊભા રાખશે. શિક્ષક 1, 2, 3 બોલશે. 1, 2, 3ના count સાથે જ તેઓ **board** પર **as... as, Just like** વાળા વાક્યો લખશે. જે જૂથ બે મિનિટમાં સૌથી વધુ વાક્ય લખે તે વિજેતા બનશે.

Example:

1. Jump like a monkey.
2. Run like a horse.
3. He is as busy as a bee.

SPEAKING

Study the example and make dialogues using the words given. Enact them:

Example:

Ajay : Hello carpenter uncle, What is your name?

Rahim : I am Rahim.

Ajay : What is that in your hand?

Rahim : It's a saw.

Ajay : What do you do with it?

Rahim : I cut wood with it.

Ajay : How do you use it?






Rahim : I make furniture.

Ajay : That's nice.

1. doctor: stethoscope, examine, patients
2. farmer: tractor, plough, grow crop, spade
3. tailor: a pair of scissors, cut cloth, stitch
4. teacher: books, teach, students, classroom
5. gardener: pair of scissors, trees, water plants

Study the pictures and describe the incident using the given clues:

(a boy walking on a road, friends, waving a hand, a car, an accident, a hospital)

	
	
	<p>My learning from this picture story is</p> <hr/> <hr/>

DO IT YOURSELF

Find out the following information from internet in the presence of your parents or teachers:

Area	New Technology
Communication	
Automobile	
Medicine	
Transportation	
Education	
Home Appliances	
Agriculture	



10. School of Skills

LISTENING



Recite and enjoy:

Don't Give up



If you keep on going
And never stop,
You can keep on going,
You can make it to the top.

Life is full of mountains,
Some are big and some are small,
But if you don't give up
You can overcome them all.

So keep on going
Try not to stop,
When you keep on going
You can make it to the top.

Find out the words from the poem that have sounds as given below:

1. (u) - stop _____
2. (ʒ) - don't _____
3. (ʒ) - make _____
4. (ə) - not _____
5. (v) - never _____



Listen to the story:

Quick Action

There was a king. He was very fond of natural paintings. The king kept all the painting materials and tools with him. Once the king went to mountain. The scenic view of the mountain delighted him, so he wished to draw a painting. He set up a stand there and started painting.

After the painting was ready, the king looked at the painting from every angle. While looking at the painting, he was moving backward step by step. As he did so, he reached the edge of the mountain.



A shepherd boy, standing far away, saw this. The boy ran there and tore the picture with his stick. The king became furious and caught the boy angrily and said, “Hey! Do you know what punishment you will get for doing this?”

The boy fearlessly said, “Even if I get the death penalty, I accept it. I am just a simple shepherd. How much is my life worth? But if something had happened to you, the kingdom would have become orphan.”

The king continued angrily, “Hey fool! What was happening to me?” The boy replied, “Maharaj! You had reached the edge of the mountain. If you had taken even one more step, then...”

When the king looked back, he was surprised and thanked the shepherd boy for saving his life. The king brought the boy to the palace, called his parents and rewarded them too. He decided to pay for all the expenses of his education and upbringing from the royal treasury.

Answer the questions:

1. What would have happened if the shepherd boy was not around?
2. How would you save the king if you were the shepherd boy?
3. Was the king angry at the end?
4. Think of a different end for this story.



Darken the circles of the correct options:

- The king was lost in the painting because...
(A) He was absent minded. (B) He saw the shepherd boy.
(C) He loved painting. (D) He did not like painting.
- Why did the shepherd boy help the king?
(A) The king took care of all the people. (B) The king was angry.
(C) He wanted a reward. (D) He wanted the painting.
- Choose the similar word for 'angry'.
(A) grabbed (B) furious (C) orphan (D) angle

READING

Read and enact the play:

Rehan's Lost Project

Characters:

- Rehan
- Ziya (Rehan's sister)
- Niraliben (Rehan's Teacher)
- Kamal (Rehan's friend)

Act 1: The Problem

(The scene opens in a classroom. Rehan looks worried.)

Rehan : (to Ziya) Oh, no! I lost my school project.

Ziya : What? Today is the last day for submission.

Rehan : I know. I spent many hours on preparing it.

Act 2: Seeking Help

(Niraliben enters.)

Niraliben: What's wrong, Rehan?

Rehan : I lost my project.

Niraliben: Okay, stay calm. Think. Where did you see it last?

Rehan : (thinks) I saw it in the classroom. No, no, no! In the library.

Niraliben: Great! Let's go and check there.



Act 3: Solving the Problem

(Rehan, Ziya, and Niraliben search in the library.)

Kamal : (enters) Hey, what's going on?

Rehan : I lost my project. Have you seen it?

Kamal : I think; I have seen it on the shelf.

Rehan : Really! (relieved) Thanks, Kamal!

(They check the shelf and find the project.)

Act 4: Lesson Learned

(Back in the classroom.)

Niraliben: Rehan, what did you learn?

Rehan : Stay calm, think, and ask for help.

Ziya : And always take care of your things.

Niraliben: Exactly!

Write the names 'Who' said to 'Whom':

	Who	Whom
1. I lost my project.	_____	_____
2. What's wrong, Rehan?	_____	_____
3. Today is the last day for submission.	_____	_____
4. I have seen it on the shelf.	_____	_____
5. Stay calm, think, and ask for help.	_____	_____

Listen to the story:

Power of Practice

In ancient times, students used to study by staying in Gurukul only. Children were sent to Gurukul to receive education. The children used to take care of the *ashram* along with the study under the guidance of the Guru. Varadaraj was also sent to Gurukul like everyone else. There he started to be friendly with others in the ashram.

But he was very weak in studies. He could understand very little of anything Guruji taught. All his friends went to the next class but he could not move ahead. Varadaraj thought that perhaps *Vidya* was not in his destiny. Once with a heavy heart, he was wandering nearby. He was thinking to give up the study.



It was afternoon, he felt thirsty on the way. Looking around, he found that some women were drawing water from the well at a short distance. He went to the well for water. There were marks on the stones where the ropes were moving. He asked the women, "How did you make these marks?" Then a woman replied, "Son, we did not make these marks. Such marks have been made on the solid stone due to the repeated movement of this soft rope while drawing water."

Varadaraj was deep in thought. He focused on the repeated movement of the rope. He saw that a soft rope could make deep marks on a hard stone by moving on it again and again. Then, he thought, "If a soft rope can do this, why I can't learn things by practising again and again?"

Varadaraj came back to Gurukul with great enthusiasm and worked hard tirelessly. He read repeatedly, he focused on revision and solved his problem of slow learning. Guruji also felt happy and satisfied. The dull and weak child Varadaraj later became a great scholar.

करत करत अभ्यास से जड़मति होत सुजान ।
रसुरी आवत-जात ते सिर पर परत निसान ॥

What can we say about the power of practice? It can fulfil all our dreams. Practice is very important whether it is in sports, studies or anything else. We cannot succeed without practice. If we just rely on luck without practice, we will end up with nothing but regret. Therefore, with practice, patience, hard work and dedication, we should work towards achieving our goal.



 **Answer the question:**

1. Where did the students go to study in ancient time?
2. Where do the students go to study nowadays?
3. Why could Varadaraj not move to the next class?
4. How were deep marks made on the stone?
5. Varadaraj changed his destiny with _____.
6. Discuss with your friend and complete the table:



Education System in Ancient Time	Education System in Modern Time
Example: Gurukul	school building

 Study the picture and answer the questions:



1. What is this picture about?
 - a. School Management
 - b. Stress Management
 - c. Time Management
 - d. Data Management
2. We should always be on time. True or false?
3. Write any one tip that you are already following.
4. Write any two tips that you will follow.

- Hiren plays games on mobile phones one to two hours a day so he got less marks in examination. Which time management tip did he not follow from the above?
- Write the names of your three friends and suggest them which time management tips they should follow.

Friend	Tip Number	Tip
_____	_____	_____
_____	_____	_____
_____	_____	_____

WRITING

Study the news article:

Flood Destroys Village, People Need Urgent Help

August 27, 2024-(Bhaktinagar)

Yesterday, there was a heavy flood in Bhaktinagar. Many people had to leave their homes. The flood occurred because it rained a lot for many days. The river was full and water entered into the village. Many houses were broken, and the crops were ruined. The people had no food or safe place to stay.

Volunteers worked all day and night to save people and help them. But the roads were full of water and phones were not working. The people needed clean water, food and medicines. Leaders asked for help from other towns and the government. After some time, the water level started to go down, and people felt better.

 **Underline and write the words from each paragraph that show the main idea of the paragraph.**

 **What would you like to become? Write about your future plan:**

Example: What would you like to become?

I would like to become _____ (a teacher/a farmer/a politician/ occupation...)

- Why do you want to become it?
- What will you do then?

3. How will you be useful to your village/city?
4. How will you take care of your family?
5. Will you come back to visit your old school and friends?

 **Complete the story using the clues:**

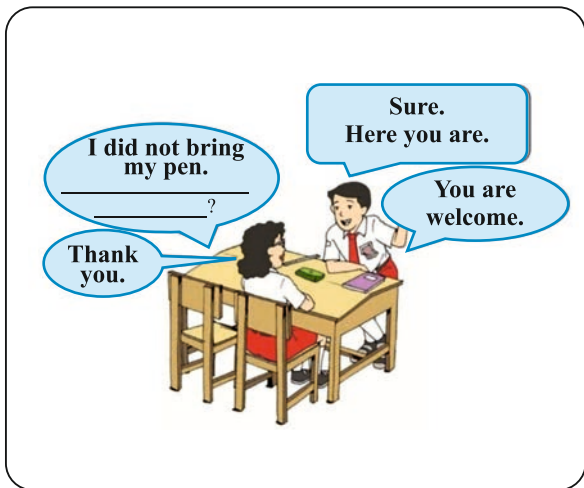
Mr. Shekhchalli - going on a road - found a tyre - started daydreaming - thinks of making a bicycle - will sell the bicycle - will earn money - will open a cycle store - will earn a lot of money - will open a bike showroom - will sell bikes - will become a millionaire - will earn more - will start a car company - will become a billionaire - will start an airline - will become the richest man - woke up - was a dream

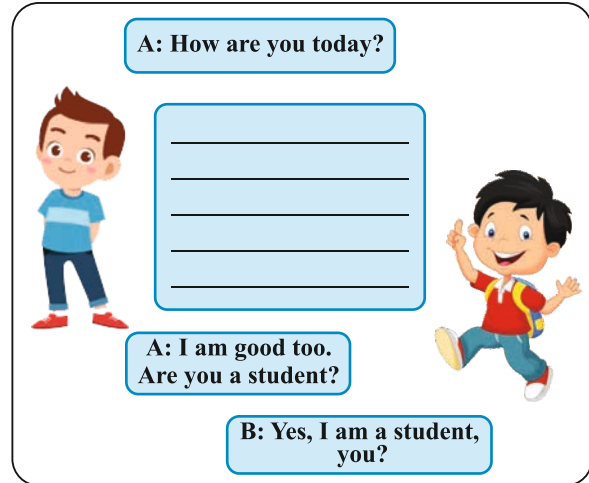
Hello, friends! I am Mr. Shekhchalli. Yesterday, I found a tyre on the road. I thought, this tyre will make me a very rich person. Do you know how? First of all, I will make a bicycle. Then, I will sell the bicycle and earn money. I will open a cycle store with the help of the money. My store will be popular. I will sell many cycles and earn more money. Then, I will open a bike showroom and I will sell bikes. Thus, I will earn a lot of money and I will become a millionaire...

LANGUAGE FUNCTION

Study the pictures and choose the most appropriate options from the brackets:

(Sure, I can clean it; May I have your pen; I am good, what about you?; Sure, I can open it)





 **Write eight to ten sentences using the words given in the brackets:**
 (in, on, near, beside, between, next to, under, behind)



 **Join the sentences using the most appropriate words from the brackets:**

1. Bhupendra went to the science centre. He bought tickets to visit it. (so, and, but)
2. The teacher was present. The students were not. (because, but, and)
3. Falguni performed the best. She was honoured with a prize. (but, and, so)
4. We are going to visit the Gir. We are going to visit Shivrajpur beach. (but, so, or)
5. Hitesh was running. He was late for the school. (so, because, but)
6. Will you take milk? Will you take juice? (or, but, and)
7. Chandani thanked Ajay. He helped her. (so, but, because)

Study the example and write sentences:

Generally	Yesterday	Tomorrow
Ex.: He goes to school.	He went to school.	He will go to school.
Soni cuts vegetables.		
	Sonal helped her friends.	
		They will attend the PT lecture.
Arjun takes part in contest.		
	Alpa cleaned the room.	

Complete the dialogue using the most appropriate options from the brackets:

(Are you going to join us next Sunday, Who are coming with us, Did you want to come, We are going to visit the zoo; How much did you spend on tickets)

Shilpa : Where did you go yesterday?

Rashmita : I went to a funfair with my friends. _____?

Shilpa : No, I did not want to come. _____?

Rashmita : We spent ₹50 on every ticket. It was fun. _____?

Shilpa : Where are you going?

Rashmita : _____.

Shilpa : Sure, I will join. _____?

Rashmita : My parents and my cousin. We will enjoy.

Study the example and classify the sentences in the table:

(Peter piper picked a peck of pickled peppers; Time is money; He is as slow as a tortoise; Bumble bee is very busy; The world is a stage; My brother is as brave as a lion)

It is as white as milk.	Heart of gold.	She sells seashells at the seashore.

VOCABULARY

Read the across and down keys and solve the puzzle. Complete the sentences given below using the given words in the brackets:

1. w	2. o						
	3. o			4. h			
6. b							
				5. a			
7. o							

Across →

Down ↓

- | | |
|--|---|
| <p>1. Expressing surprise.</p> <p>3. Expressing pain.</p> <p>5. Expressing sorrow.</p> <p>7. I see / I think</p> | <p>2. Expressing mistake.</p> <p>4. Expressing joy.</p> <p>6. Expressing something right.</p> |
|--|---|

(Bingo, Ouch, Alas, Oh, Hurrah, Oops, Wow)

1. _____, how cute the puppy is!
2. _____, you got the right answer!
3. _____, the victory is ours!
4. _____, his pet is no more!
5. _____, now I get it!
6. _____, I hurt my finger!

 **Match 'A' with 'B' and write sentences:**

A	B	Answer
1. Wow,	a. we have won the trophy!	1. - c
2. Bingo,	b. she lost her new gold ring!	2. -
3. Hurrah,	c. what a nice pen you have!	3. -
4. Alas,	d. I found the final answer!	4. -
5. Oh,	e. it is really painful!	5. -
6. Ouch,	f. I understood the matter now!	6. -

Example: 1. Wow, what a nice pen you have!

ACTIVITY

Let's play - Who am I?:

શિક્ષક **Healthy Food is Good; Hear Good, Speak Good; Everyone is Unique; The Real Diamond; Robinson Crusoe; A Different Light; Sports and Wellness; Yes, We can; A teacher magic** વાર્તાના પાત્રોના નામની ચિટ્ટીઓ બનાવશે. વર્ગને બે જૂથમાં વિભાજિત કરશે. એક જૂથમાંથી એક વિદ્યાર્થી આવશે અને એક ચિટ્ટી ઉપાડશે અને તેમાં લખેલ પાત્ર વિશે વર્ણન કરશે. અન્ય જૂથના સભ્યોને તે પાત્રનું નામ ઓળખવા કહેશે. જો જૂથ **1 minute** માં નામ ઓળખી બતાવે તો તેમને **1 point** મળશે. અન્ય જૂથ પણ આ જ રીતે ચિટ્ટી ઉપાડી, વર્ણન કરી પાત્ર ઓળખવા માટે રમત રમશે. શિક્ષક બધી ચિટ્ટીઓ પૂરી ન થાય ત્યાં સુધી રમત રમાડશે. વર્ગના તમામ વિદ્યાર્થીઓની ભાગીદારી આવશ્યક છે.

SPEAKING

Read the dialogue. Make pairs and enact it:

Aman : Hey (waves hand in greeting), how's it going?

Joseph : I am fine, thanks! Just got back from vacation. (smiles and nods)

Aman : Oh nice! Where did you go? (leans in curiously)

Joseph : The beach! It was amazing. (spreads arms wide)

Aman : That sounds incredible. I am jealous! (laughs and rolls eyes playfully)

Joseph : You should go sometime. You would love it. (nods encouragingly)

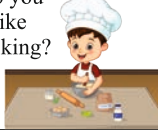

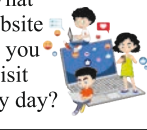



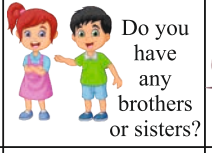
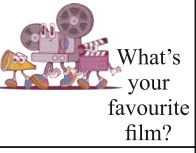





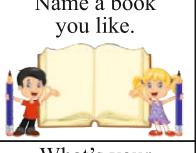


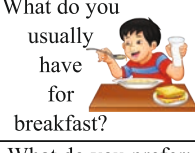



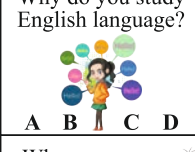

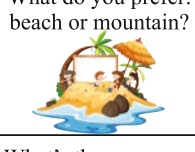

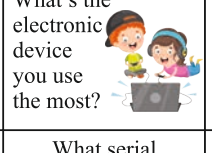

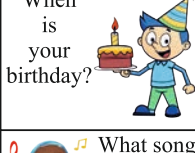


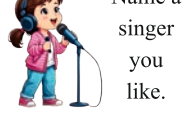




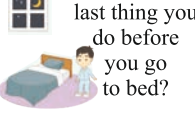
Aman : Yeah, I think I will. Thanks for the suggestion. (gives a thumbs up)

Joseph : No problem. Welcome back to reality. (shakes Aman)

Aman : Oh, don't remind me. I have so much work to do. (rubs temples)

Joseph : Well, I'm going to go unpack. (turns back and leaves)

Work in pairs. Ask each other any three questions from the box and listen to the answers:

	1	2	3	4	5	6
A	Do you like cooking? 	I'm good at... 	Have you got any pets? 	What website do you visit every day? 	Have you got any prizes? 	What do you prefer: summer or winter? 
B	What food don't you like? 	Do you have any brothers or sisters? 	What's your favourite film? 	What languages do you speak? 	What sports do you like? 	What games do you like? 
C	What's your favourite holiday of the year? 	Which countries have you visited? 	Name a book you like. 	What are you afraid of? 	What's your favourite food? 	What do you usually have for breakfast? 
D	What's your favourite shop? 	What's the last film you've seen? 	What's your favourite colour? 	Why do you study English language? 	What are your hobbies? 	What do you prefer: beach or mountain? 
E	Whom do you live with? 	What's the electronic device you use the most? 	What school subjects do you like? 	When is your birthday? 	Describe your house. 	What's the first thing you do when you get up? 
F	Name a singer you like. 	What serial do you watch? 	What's your favourite animal? 	What song have you listened today? 	Which country would you like to visit? 	What's the last thing you do before you go to bed? 

DO IT YOURSELF

Find out a story from the library related to any one topic given below and narrate it in your assembly:

1. Time Management
2. Problem and Solution
3. Communication
4. Quick Response
5. Help

Supplementary Reading

1. Rats, Cats and Cows



Once the kingdom of Vijaynagar was troubled by rats. King Krishnadevaraya decided to give a cat to each house to hunt rats. He gave a cow to each house to feed the cats. Tenali Raman thought that the whole idea was stupid.

Next day, Tenali Raman gave his cat hot milk in a bowl. The cat's tongue was burnt and ran away. The king inspected his kingdom. He was happy to see healthy cats everywhere. When he reached Tenali Raman's home, he was shocked to see a thin and weak cat. He asked, "Why is your cat so weak?" He replied, "Your Majesty, my cat doesn't drink milk." Then he put a bowl of milk in front of the cat. The cat did not even look at the milk.

The king guessed what had happened. Tenali Raman said, "Tell me one thing, if the cats are well fed, will they hunt rats? Instead of giving milk to cats, we should give milk to our poor people. When cats will be hungry, they will definitely hunt the rats. The king liked the idea and ordered to give milk to the poor people. After some days the cats ate up all the rats. All the people became happy.



PRACTICE

1. (A) Find the nearest meanings of the underlined words:

- The king inspected all over his kingdom,
a. supervised b. was careful c. met people
- The noble king liked the idea.
a. appreciated b. disliked c. neglected

1. (B) Find the meanings of the following words from a dictionary and note them:

- fault _____
- folly _____
- mistake _____
- houseboat _____
- houseful _____
- guard _____
- gatekeeper _____
- watchman _____

2. (A) Answer in one or two words:

- Who was the king of Vijaynagar? _____
- Who thought the king's plan was stupid? _____
- Who got milk at the end? _____
- What did Tenali give to the cat? _____

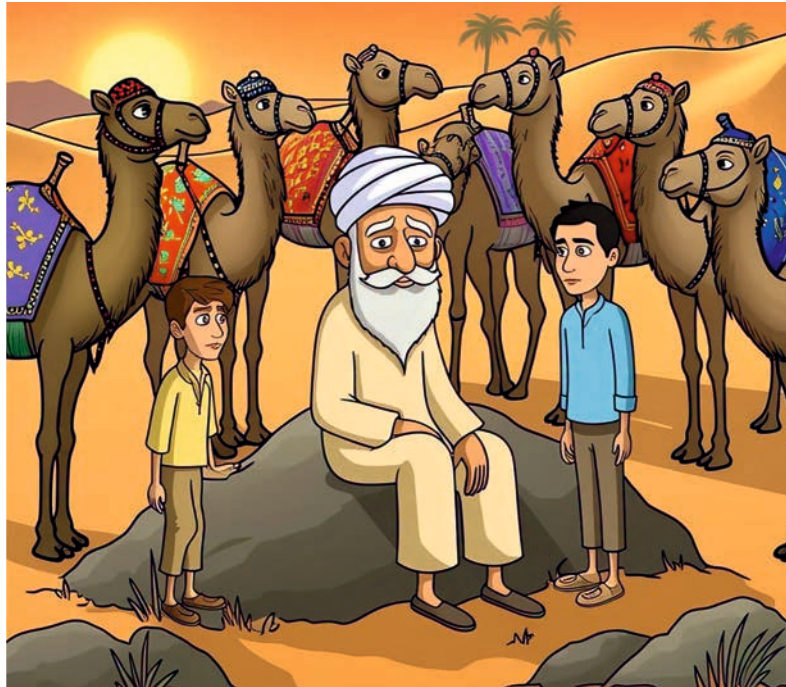


2. (B) Answer the questions:

- Why Tenali give hot milk to the cat?
- Do you like Tenali Raman's problem-solving skill?
- Do you think Krishnadevaray is a good king?
- Why did the cats not eat rats in the beginning?



2. 17 Camels



Once a group of villagers came to Mulla Nasiruddin. They had a problem that they could not solve. The Sarpanch's son, Raja said, "I'll tell you what the problem is. My father has made a will. In that he has written that I should get half of his property and the rest should be divided equally among these four cousins," Mulla said, "Ok. What is the problem, Raja?" Raja said, "We have divided the land and other properties according to the will. But the problem is with the camels."

Mulla said, "What is the problem with the camels? Why don't you divide them also in the same way?" Raja said, "We can't do it because we have seventeen camels."

Mulla said, "Oh, I see your problem." Mulla thought for a while and said "Please, wait here. I'll be back in a moment."

In a short while, Mulla came out with his own camel. Mulla said, "My camel can solve your problem." Everybody was surprised. They thought Mulla must be joking. They thought, "When the entire village could not solve the problem, how can a camel do it?" Mulla said, "Make all the camels stand in a line. Add my camel in it." Raja said, "Mulla, do you want to gift us your camel? That would be very nice." Mulla said, "I have no plan of doing anything like that. Just do as I say and your problem will be solved." Then one clever boy counted them and said, "There are eighteen camels." Mulla said, "Now divide it by two." The boy said, "Eighteen divided by two is equal to nine, Raja will get nine camels and the cousins will get nine camels."

Mulla said, “That’s right. Now divide the nine camels equally among the four cousins.” The villagers said, “But Mulla, what about you? You will lose your camel.”

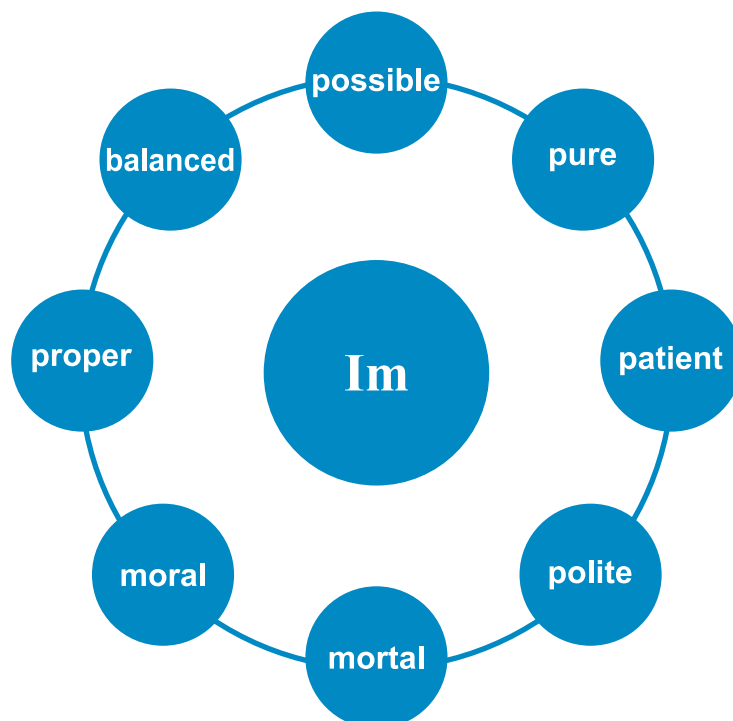
Mulla said, “Let’s see. You first divide the camels and then we can decide what to do.” The boy said, “Two camels for each cousin. But it leaves us with one extra.” Mulla said, “That’s mine. Thanks for returning it to me.”

PRACTICE

1. (A) Know the difference between the underlined words:

- (a) 1. My father will come tomorrow.
2. My father has made a will.
- (b) 1. After hard work, take rest.
2. I had three apples. I ate one. The rest are in my bag.
- (c) 1. He always jokes with his friends
2. Do you like jokes?

1. (B) Write the words and their meanings from the following word web:



Example: Im +possible	Impossible	not possible
1. Im + balanced	Imbalanced	_____
2. Im+moral	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____

2. (A) State True/False:

1. Raja and his cousins could not divide the camels. _____
2. Raja did not want to share the camels with his cousins. _____
3. Nasiruddin divided the camels in a satisfactory manner. _____
4. Nasiruddin was selfish. _____

 **2. (B) Answer the questions:**

1. Who was Raja?
2. Who made a will?
3. How many camels did the Sarpanch leave?
4. How many camels did Raja get?
5. Did Nasiruddin get his camel back?
6. Do you have another idea to solve the same problem?

3. A Tough Test



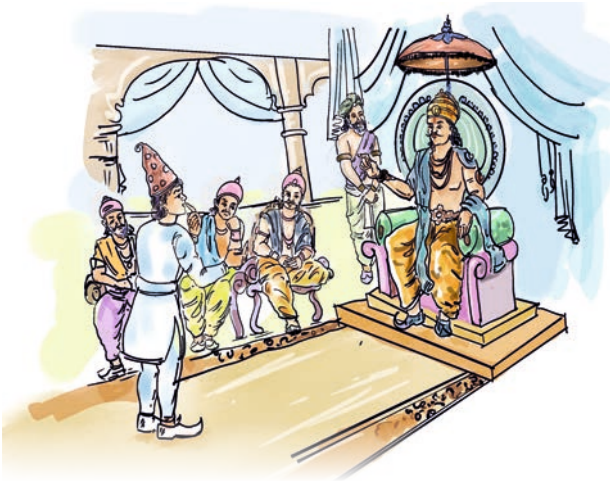
Shibi was a great King. He was known for his kind and generous deeds. He never refused to help anyone. His fame reached even heaven. Indradev decided to test him. He wanted to know how generous Shibi really was. He look help of Yam, the God of Death.

One morning Shibi took his seat in the court. Just then a dove fell near his feet. It was frightened and unable to fly. At that time hawk came chasing the dove. The dove was, Indradev and the hawk was Yam. The dove requested in a fearful voice, “Oh, King! Save me from this hawk, it will kill me.”

The king gently took the bird in his hand. Then the hawk spoke to Shibi, “Give me the dove; it is my food. I am hungry. If you do not give me the bird, I will starve and die.” The King replied, “It is my duty to protect this dove. I will give you meat as much as you want, but let this bird go.” But the hawk said, “I do not eat anything killed by others. I will have only fresh meat. If you are prepared to give me the flesh equal to the weight of the bird from your own body, I will take it.” Shibi agreed and ordered his men, “Go and bring a balance.” He cut a portion of his hand and put it in one pan of the balance. The bird was put in the other. It was not equal to the weight of the bird. So, he cut some more. Even then, the flesh was not enough. Then Shibi asked his guards to cut off his arms and legs. The weight was still not sufficient. He then asked them to put his whole body on the balance. Even then, the pan of the dove remained heavier.



4. Witty Simpleton



(1) Many years ago, there was a king in Bengal. His name was Raja Krishna Chandra. There was a jester in his court. His name was Gopal Bhand. People said, “Gopal is a fool.” But actually, he was wise and witty. He played tricks. He cracked jokes. The king listened to his jokes and laughed.

Once Gopal met the king in the morning. He said, “Good morning, Your Majesty.” The king said, “Good morning. Where are you going, Gopal?” “To the temple, My Lord.” replied Gopal.

Then the king went to his garden for a walk. There was a stone on the ground. The king fell and hurt his toe. He was angry. He said, “I saw Gopal’s face early in the morning and I hurt my toe. Go and bring him to the court.” The soldier brought Gopal in front of the king. The king said, “I saw your face in the morning and I hurt my toe.” Then he said to the soldiers, “Take him to the prison.” Gopal did not say anything. He looked at the ceiling. The king said, “What are you thinking?” Gopal said, “Your Majesty! You saw my face in the morning and hurt your toe. But I saw your face in the morning and I’m going to prison.” The king laughed. He freed Gopal and gave him a prize. Gopal’s ready wit saved him.



(2) Once Gopal’s wife said to him, “Everyone has a ‘palkhi’. But you have no ‘palkhi’. Get a ‘palkhi’ for yourself from the king. He said, “OK.” It was evening. It was time for the court. Gopal went to the market. He called a strong labourer. He said, “Please, carry me to the king’s court in your basket.” The man agreed. Gopal sat in the basket. The man carried him on his head. Soon they reached the court. The king saw Gopal in the basket. The king asked, “What is this, Gopal?” Gopal replied, “Your Highness, this is my transport. All the courtiers have ‘palkhi’. I have no ‘palkhi’. This basket is my ‘palkhi’.” The king laughed, and gave him a ‘palkhi’. Gopal returned his home in the ‘palkhi’. His wife was very happy. What a Witty Simpleton!



PRACTICE

1. (A) Study the words:

Words Related to the King

For his Family Members	In the Court	For his Kingdom
• queen	• courtiers	• state
• prince	• jester	• kingdom
• princess	• gatekeeper	• prison
	• soldiers	• subject
	• Your Majesty	
	• Your Highness	
	• My Lord	

1. (B) Make a list of ten vehicles:

1. bus
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

2. (A) Answer in one or two words:

1. Who was Gopal? _____
2. What saved Gopal? _____
3. What is common in both the stories? _____
4. What do you like about Gopal? _____

2. (B) Answer the questions:

1. What happened to the king in the garden?
2. What did the king say to his soldiers?
3. What did Gopal's wife want?
4. How did Gopal go to the court?

5. Onam



In India we have many festivals. We all enjoy festivals. In Kerala, Onam is a very popular festival. It comes in August. People worship King Mahabali on that day because he was a kind King. People were happy. They loved and worshipped him like God. The gods did not like this. They took away his kingdom and removed him from there. But the King loved his people very much. He said to the gods, “Please, allow me to see my people.” The gods granted his wish. So, King Mahabali visits his people once in a year. People celebrate this visit as Onam.

People wear new clothes, decorate their homes, eat a variety of items like ‘Payasam’. They also make rangolis of flowers. This type of rangoli is called ‘Kolam.’

Onam is a festival of flowers. Floral decorations are an essential part of the celebration.

The celebration lasts for ten days.

The most exciting part is the Aranmula boat race. People come from many places to watch and cheer the snake boats racing in the water. It is also the time for dancing and sports. This festival is celebrated by the Hindus, the Muslims and the Christians.

People celebrate this festival with great joy.



PRACTICE

1 (A) Find out the words with the nearest meanings:

1. liked by many people _____
2. put on _____
3. necessary _____
4. to make attractive _____

1 (B) Use the words in your own sentences:

kingdom, granted, once, floral, cheer

2 (A) Answer the following questions:

1. In which state is Onam celebrated?
2. When does Onam come?
3. How was the King Mahabali?
4. Why did the gods not like the King?

2 (B) Write a sentence about the following:

1. Onam _____
2. Payasam _____
3. Kolam _____
4. King Mahabali _____

GLOSSARY

Unit- 1

healthy આરોગ્યપ્રદ
energy ઊર્જા/શક્તિ
junk food હાનિકારક ખોરાક
wand પરીની લાકડી
amazed આશ્ચર્યચકિત
eagerly આતુરતાથી
sighed નિસાસો નાખ્યો
spinach પાલક
frowned ધુરકવું
fiber રેસા
tummy પેટ
groaned નિસાસો નાખ્યો
beans કઢોળ
muscles સ્નાયુઓ
pouted મોં મચકોડ્યું
weaken નબળું કરવું
fell off પડી ગઈ
bright તેજસ્વી/ચળકતું
veggies શાકભાજી
delight આનંદ
crispy કકરું
snack નાસ્તો
treat ઉજાણી

neat મજાનો
savouring સ્વાદિષ્ટ
might તાકાત
leafy પાંદડાવાળા
citrusy ખટાશવાળાં
crunchy કકરી વસ્તુ ચાવવાનો
અવાજ
spiky ઝીણી અણીવાળું
tropical તાસીરે ગરમ
galore વિપુલ પ્રમાણમાં
complains ફરિયાદ કરવી
stomach ache પેટનો દુઃખાવો
severe ભારે
beard દાઢી
tale વાર્તા
neo નવું
sole પગરખાંનું તળિયું
dam નદી પરનો બંધ
bricks ઈંટ
small tools નાના ઓજારો
observation અવલોકન
a telescope દૂરબીન
beside ની બાજુએ

in front of સામે
scrub ઘસવું
germs જીવાણું/કીટાણુ
comb દાંતિયો
towel અંગુઠો/ટુવાલ
cabbage કોબી
bitter gourd કારેલા
coriander powder ધાણાજીરું
foreign વિદેશી
cheaper ના કરતા સસ્તું
benefit લાભ
minerals ખનિજો
strength શક્તિ
oops! અરે!
to keep a watch on પર નજર
રાખવી
kept looking જોતા રહ્યા
waited hours કલાકો સુધી રાહ
જોવી
filled with થી ભરેલું
inquires of ની પૂછપરછ કરવી
go away દૂર જાઓ

Unit- 2

interrupt વિક્ષેપ કરવો
manners શિષ્ટાચાર

argue દલીલ કરવી
hunter શિકારી

carried વહન કર્યું
land જમીન

lost ખોવાયેલું
 taught શીખવ્યું
 scream ચીસ પાડવી
 exactly યથાર્થ રીતે
 found મળી
 rode સવારી કરી
 another અન્ય
 master માલિક
 continued ચાલુ રાખ્યું
 different વિભિન્ન
 warmth હૂંફ
 mistake ભૂલ
 winter શિયાળો
 summer ઉનાળો
 monsoon ચોમાસું
 money નાણું
 guard રક્ષક/રક્ષણ કરવું
 twigs ડાળખી

clothes કપડાં
 angry ગુસ્સે થયેલ
 rewarded પુરસ્કૃત
 pour રેડવું
 grumpy ચીડિયું
 loud મોટેથી
 hurry ઉતાવળ કરવી
 crowd ટોળું
 above ઉપર
 scholar વિદ્વાન
 boatman હોડી ચલાવનાર
 rowing હલેસા મારતા
 pity દયા
 stay quiet ચૂપ રહ્યા
 scared ડરી ગયા
 grateful આભારી
 neighbour પાડોશી
 harmful નુકસાનકારક

sprinkle છાંટવું
 crackers ફટાકડાં
 awkward પ્રતિકૂળ
 patience ધીરજ
 strategy વ્યૂહરચના
 terrible ભયંકર
 toothache દાંતનો દુઃખાવો
 freeze થીજવું
 honest પ્રામાણિક
 barrier અવરોધ
 pedestrian રાહદારી
 pavement ફૂટપાથ
 steep ascent બેહદ ચઢાણ
 steep descent બેહદ ઉતરાણ
 etiquette શિષ્ટાચાર
 essential આવશ્યક

Unit- 3

unique અજોડ
 ability ક્ષમતા
 appreciated વખાણ્યા
 uniqueness અજોડતા
 explained સમજાવ્યા
 dense ગાઢ, ઘટાદાર
 beehive મધપૂડો
 yelled બૂમ પાડી
 behave વર્તન કરવું
 apologized માફી માગી

rude ઉદ્દત
 hornbill ચિલોત્રો
 mystery રહસ્ય
 tropical ઉષ્ણ કટબિંધીય
 પ્રદેશનું, ગરમ પ્રદેશનું
 cavity બખોલ
 availability ઉપલબ્ધતા
 safety સલામતી
 predator શિકારી
 in search of ની શોધમા

dieting ખાનપાન, ખાણીપીણી
 happen બનવું, ઘટવું
 separate અલગ
 struggle સંઘર્ષ
 presence of mind ત્વરિત
 નિર્ણય શક્તિ
 excreta મળ
 saliva લાળ

Unit- 4

denied ના પાડી
excuses બહાના
puzzles કોયડા, મૂંઝવણ
borrow ઉછીનું લેવું
lend ઉછીનું આપવું
bowed down નમન કર્યું
glad આનંદિત થયો
ceremony પ્રસંગ
alternate વૈકલ્પિક
produce ઉત્પાદન કરવું
apology માફી માંગવી
enact નાટક ભજવવું
towards ની સામે
depart છુટા પડવું
appropriate યોગ્ય

attention ધ્યાન
straight સીધું
dramatize ભજવો
introduce ઓળખાણ કરવી,
પરિચય આપવો
swimmer તરવૈયો
nephew ભત્રીજો, ભાણેજ
niece ભત્રીજી, ભાણી
afraid of ના થી ડરવું
companion સાથીદાર
enthusiastic ઉત્સાહી
rarely ભાગ્યે જ
get lost જતો રહે
lying જૂઠું બોલે છે
almighty સર્વ શક્તિશાળી

believe માનવું, વિશ્વાસ કરવો
lifted ઊંચકેલું
to fetch જઈ ને લઈ આવવું
circle વર્તુળ
grow વધવું
embrace આલિંગન કરવું
guiding માર્ગદર્શન કરે છે
lie જુઠું
gems રત્નો
delighted ખુશ થયો
weak નબળું
younger નાનું
hiding સંતાડેલું
splashed પાણી ઉડાડ્યું
scared ગભરાયેલો, ભયભીત

Unit- 5

brick's a blaze ઈંટોની ભટ્ટી
જેવું તપેલું
trundling ધીરે ધીરે અને
ગોળગોળ ફરતું
mounds ટેકરા
frosty-frizz ખૂબ ઠંડું
cluster સૂમખું
mantelpiece અભરાઈ
wrecked ભાંગી ગયું
storm દરયાનું તોફાન
island ટાપુ, દ્વીપ
longed તીવ્ર ઈચ્છા કરી
company સંગાથ

curious જિજ્ઞાસુ
searched શોધ્યું
imagination કલ્પના
doubt સંદેહ
returned પાછો વળ્યો
mistake ગેરસમજ
bush ઝાડી
chase પીછો કરવો
mainland ભૂખંડ, ભૂમિભાગ
wander ભટકવું, રખડવું
approach પહોંચવું,
પાસે આવવું
scared ડરાવ્યું

prayed પ્રાર્થના કરી
comfort રાહત આપવી
forward આગળ
bolder વધારે બહાદુર
decided નક્કી કર્યું
shore કિનારો
examine ચકાસવું
measured માપ્યું
realized ભાન થયું,
સ્પષ્ટ પણે જાણ્યું
seemed દેખાયું, જણાયું
greeted અભિવાદન કર્યું
journey મુસાફરી

exclaimed અચાનક મોટેથી
બૂમ પાડી
including સહિત
exploring નિરીક્ષણ કરતાં
કરતાં

experiences અનુભવો
memories યાદો
fare ભાડું
breeze પવન

seagull એક દરિયાઈ પક્ષી
melodious સંગીતમય
concert સંગીત સમારોહ

Unit- 6

treat મિજબાની
request વિનંતી
explore શોધખોળ કરવી
inventor શોધક
artist કલાકાર
harvest લણણી
adventure સાહસ
learned શીખ્યા
pattern તરાહ
traditional પરંપરાગત
culture સંસ્કૃતિ
realized ભાન થવું
unique અદ્વિતીય
similar સમાન
puppet કઠપૂતળી
treasure ખજાનો
rich સમૃદ્ધ
tradition પરંપરા
greeting અભિવાદન
truly ખરેખર
delight ખુશ
spices મસાલા
honour માન
language ભાષા
western પશ્ચિમી

salt march દાંડી કૂચ
partition ભાગલા
Quit India Movement ભારત
છોડો આંદોલન
Non-cooperation અસહકાર
international આંતરરાષ્ટ્રીય
celebration ઉજવણી
create સર્જવું, બનાવું
awareness જાગૃતિ
aim ધ્યેય
theme વિષયવસ્તુ
enthusiasm ઉત્સાહ
spirit જોશ, જુસ્સો
district જિલ્લો
taught શીખવ્યું
trainer તાલીમ આપનાર
benefits ફાયદા
mental health માનસિક સ્વાસ્થ્ય
report અહેવાલ
physical શારીરિક
prepared તૈયાર
arrange ગોઠવવું
format માળખું
programme કાર્યક્રમ
organized યોજાયેલ

inspiring પ્રેરણાદાયક
principles સિદ્ધાંતો
water purification પાણી
શુદ્ધિકરણ
solar powered સૌર ઊર્જાથી
ચાલતા
devices સાધનો
waste management કચરાનો
યોગ્ય નિકાલ
participants સ્પર્ધકો
award ceremony પારિતોષિક
સમારંભ
science fair વિજ્ઞાન મેળો
wake up જાગવું
revise પુનરાવર્તન કરવું
vote મત આપવો
ancient પ્રાચીન
laboratory પ્રયોગશાળા
alien પરગ્રહવાસી
folk dance લોક નૃત્ય
direction દિશા
collect સંગ્રહ કરવો, એકઠું

Unit- 7

teamwork સંઘભાવના

baton ટૂંકી લાકડી

shoot બાસ્કેટબોલ દ્વારા ગોલ કરવો

hoop બાસ્કેટબોલમાં જ્યાં ગોલ કરવામાં આવે છે

wizard જાદુગર

dictator સરમુખત્યાર

patriot દેશભક્ત

performance કામગીરી

outstanding ઉત્કૃષ્ટ

ceremonial dress એવાર્ડ સમયે પહેરાતો ખાસ પોશાક

defeat હાર

to give up છોડી દેવું

cracking jokes જોક કહેવા

suspended બરતરફ કરાયો

careless બેદરકાર

prepare તૈયાર

pledges પ્રતિજ્ઞા લે છે

top ટોચ

plenty પુષ્કળ

Unit- 8

capable સક્ષમ

proclaim જાહેર કરવું

peak શિખર

pastime આનંદ પ્રમોદ

physicist ભૌતિકશાસ્ત્રી

autobiography આત્મકથા

diagnosed નિદાન

rare દુર્લભ

paralympics પેરાલિમ્પિક્સ (દિવ્યાંગો માટેની ઓલિમ્પિક્સ)

percussion ટિપીને વગાડવું

integral અભિન્ન

crucial નિર્ણાયક

determine નક્કી કરવું

pitch અવાજની તીવ્રતા

tamed બંધનમાં

mountaineer પર્વતારોહક

disabilities અક્ષમતાઓ

participate ભાગ લેવો

courageous સાહસિક

upset દુઃખી

soul આત્મા

perspective દૃષ્ટિકોણ

whisper ધીરેથી બોલવું

Unit- 9

touch સ્પર્શ

gentle start વિનમ્ર શરૂઆત

communication વાતચીત, પ્રત્યાયન

ease સહેલાઈથી

global વૈશ્વિક

innovation નવાચાર

spark ચમકારો

embrace અપનાવવું

harness નિયંત્રિત કરવું

travelling મુસાફરી

passengers મુસાફરો

decide નક્કી કરવું

helpful મદદરૂપ

curiosity જીજ્ઞાસા

encourage પ્રોત્સાહન આપવું

pay ચૂકવવું

complained ફરિયાદ કરી

local સ્થાનિક

support મદદ

Unit- 10

overcome હરાવવું
materials સામગ્રી
delighted આનંદિત
backwards પાછળની તરફ
furious ગુસ્સાવાળું
grabbed ખેંચ્યું
angrily ક્રોધથી
punishment સજા
fearlessly નિર્ભયતાથી
penalty દંડ
orphan અનાથ
brought લાવ્યા
education શિક્ષણ
upbringing ઉછેર
treasury ખજાનો
absent minded બેધ્યાન
submission જમા
calm શાંત
belongings માલિકીનું
guidance માર્ગદર્શન
ridicule ઉપહાસ

perhaps કદાચ
heavy heart ભારે હૈયે, ઉદાસ
wandering ભટકતું
distance અંતર
acquire મેળવવું
enthusiasm ઉત્સાહ
tirelessly અથાક
scholar વિદ્વાન
succeed સફળ થવું
regret અફસોસ
patience ધીરજ
dedication સમર્પણ
towards ની તરફ
achieve મેળવવું
destination મંજિલ
prioritize અગ્રતા આપવી
avoid ટાળવું
distraction ધ્યાનભંગ
schedule અનુસૂચિ
deadline સમયસીમા
panic ગભરાહટ

destroy નાશ કરવો
flood પૂર
crops પાક
ruin પતન, વિનાશ
millionaire કરોડપતિ
honoured સન્માનિત
labourers મજૂરો
contest સ્પર્ધા
pickle અથાણું
pepper મરી
nod હકારમાં માથું ધુણાવવું
lean દુર્બળ
curiously જિજ્ઞાસાપૂર્વક
spread ફેલાવવું
incredible અતુલ્ય
jealous ઈર્ષાળુ
encouragingly પ્રોત્સાહક રીતે
wink પલકારો મારવો
temple લમણું
concerned સંબંધિત
quite તદ્દન

Supplementary Reading

Unit- 1

kingdom	રાજ્ય
burnt	દાઝી ગયું
arrived	આવી પહોંચ્યા
refuses	ના પાડે છે
inspection	તપાસ
feed	ખવડાવવું
fatten	જાડું કરવું

Unit- 3

generous	ઉદાર
fame	કીર્તિ
chasing	પીછો કરતું
starve	ભૂખ વેઠીશ
flesh	માંસ
balance	ત્રાજવું
pan	છાબડું
pleased	પ્રસન્ન
sufficient	પૂરતું
prosper	સમૃદ્ધિ વધવી

Unit- 2

will	વસિયતનામું
lay still	ખસ્યા વિના
in a short while	તરત જ
entire	આખું
satisfactory	સંતોષકારક

Unit- 4

jester	-	વિદૂષક
prison	-	જેલ
wit	-	બુદ્ધિચાતુર્ય
cracked jokes	-	રમૂજ કરી
courtiers	-	દરબારીઓ
simpleton	-	ભોળિયો

Unit- 5

just	ન્યાયી
granted	માન્ય કરી
floral	ફૂલોની
essential	જરૂરી



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